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ABSTRACT

The goals of this practicum were to organize a state network and to increase communication among early childhood educators in 2-year colleges in Pennsylvania; to increase public awareness as the teachers defined their mission, evaluated their programs, and articulated program goals; and to formulate guidelines specifying minimum content for early childhood teacher educator programs in community colleges. At the conclusion of the practicum, community college teacher educators had (1) organized a state affiliate of the American Association of Community College Early Childhood Educators (PA ACCESS); (2) increased the frequency of meetings and communication among early childhood teacher educators at community colleges in Pennsylvania; (3) conducted informal assessments of the results of an evaluation conducted at Reading Area Community College (RACC); (4) designated appropriate marketing techniques based upon recruitment and retention needs of participating community colleges; (5) improved transfer agreements with 4-year institutions located near individual members' areas; (6) increased services and communication to local private and public preschools; and (7) formulated program guidelines acceptable to educators in Pennsylvania to outline the minimum content needed to provide a balance of theory and experience. Half the document consists of appendices, which include a reference list, a draft for review of guidelines proposed by the National Association for the Education of Young Children for early childhood education programs in institutions granting associate degrees, RACC's program handbook, and the constitution of PA ACCESS. (RH)

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ORGANIZATION OF AN INTER-COLLEGE NETWORK FOR COMMUNITY COLLEGE EARLY CHILDHOOD TEACHER EDUCATORS IN PENNSYLVANIA

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APPENDIX E
PRACTICUM INFORMATION SHEET*

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ORGANIZATION OF AN
INTER-COLLEGE NETWORK
FOR
COMMUNITY COLLEGE EARLY
CHILDHOOD TEACHER EDUCATORS
IN PENNSYLVANIA

PRACTICUM II SUBMITTED TO THE FACULTY OF THE
EARLY CHILDHOOD EDUCATION PROGRAM
IN CANDIDACY FOR THE DEGREE OF

DOCTOR OF EDUCATION

BY

JUDITH A. PETERSON

NOVA UNIVERSITY
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December, 1985

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PRACTICUM APPROVAL SHEET

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This practicum report was submitted by Judith A. Peterson under the direction of the reviewer listed below. It was submitted to the Ed.D. Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

2-5-86
Date of Final Approval of Report

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(Type Name and Degree, Reviewer)

ACKNOWLEDGEMENTS

The practicum process is one in which the writer initiates, plans, organizes; and finally evaluates. During this period the efforts of Dr. Riley Holman, practicum adviser and his wife, were greatly appreciated as was the encouragement and critical assistance given by Dr. Gene Wilkins, observer.

Many individuals contributed to the period of implementation. ACCESS members Roberta Bilous and Anne Marie Whildin shared the writer's enthusiasm for networking and provided assistance with organization of PA. ACCESS. Other national members contributed to the project by adding a national perspective to the problem. Particularly, the contribution of Dr. Barbara Kimes-Myers' national survey of two-year programs must be noted.

Appreciation is expressed to the writer's family, especially her father, who encouraged her to continue to document her 20 years of experience in the field of early childhood education.

Colleagues in the Reading Area Community College Early Learning Center are acknowledged for their support as they supervised the child care center during the writer's absence. Many college students assisted in the center and provided the motivation to continue learning.

Gratitude is further expressed to Thelma K. Lewis, former high school teacher of the writer, who not only edited the paper but also served as the writer's initial role model.

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ABSTRACT

ORGANIZATION OF AN INTER-COLLEGE NETWORK FOR COMMUNITY COLLEGE EARLY CHILDHOOD EDUCATORS IN PENNSYLVANIA

Peterson, Judith A., 1985:
Practicum Report, Nova University Ed.D. Early Childhood Education Program
Descriptors: Community Colleges/College Teaching/Early Childhood Education/Networking/Teacher Education

This practicum addressed the need for communication among community college teacher educators in Pennsylvania as a means to establish guidelines for quality teacher education, share resources, and speak with a unified voice for Early Childhood Education. As president of the American Association of Community College Early Childhood Educators (ACCESS), the writer found evidence that communication and similar networks were lacking on a state level except in the community college system in California.

Goals for the practicum were: (1) To improve communication among community college early childhood educators in Pennsylvania; (2) To designate guidelines as an attempt to improve the quality of the graduate of two year teacher training institutions; (3) To evaluate and improve the program at Reading Area Community College and other two year institutions in Pennsylvania; and (4) To increase community awareness of two year teacher training programs.

A state affiliate of ACCESS was organized. Increased frequency of communication among teacher educators in Pennsylvania was realized. Guidelines were accepted to form the basis for teacher education program improvements within nine community colleges in Pennsylvania.

CHAPTER I

INTRODUCTION

Description of Community Including Economic and Geographic Factors

Reading Area Community College (RACC) is the smallest and most recently established of 14 community colleges in Pennsylvania. Located in Southeastern Pennsylvania, Reading is approximately 60 miles from Philadelphia.

Reading is the county seat of Berks County and has a population of 78,686 according to the 1980 census figures. Berks County's population is 312,509 persons. The city population has a representation of 9.8% Hispanic, 8.7% Black, and 7.1% other minorities (Bureau of the Census, 1983). Not documented, but increasing in number are Indo-Chinese and Cuban refugees.

Tourists visit Reading because of its factory outlets. Principal manufactured goods include: special steel and alloy products, fabricated steel tubing, large steel casting and mill products, builders' hardware and plumbing fixtures, printing machiney, semiconductors, cooking equipment, automotive and industrial batteries, auto frames, truck bodies and tractors, ophthalmic instruments, building bricks, fiber drums, women's hosiery, apparel, chocolate candy, and leather handbags. Engineering consulting is a major industry which has brought many transient families into the area.

Berks County itself is principally agrarian. The county borders Lancaster County, nationally known because of its Amish and Mennonite population. Many of the residents of Berks County also share the Pennsylvania German heritage.

RACC was founded in 1971 in urban Reading and offers career education programs and college transfer programs in business, health services, public services, humanities and science and mathematics. There are also noncredit courses offered within the areas of continuing education and adult education. The Early Childhood Program is part of the Public Services Program in the Behavioral Science Division.

An "open admissions policy" is maintained at the college in order to serve the diverse and educationally deprived population of the area. Nontraditional, handicapped, and culturally diverse students are accepted. Special services such as a Developmental Studies Program are provided to prepare the student for academic work at the college.

In 1983-84 a total of 1,549 students were enrolled at the college. There were 552 full-time students and 997 part-time students enrolled. The college has no on-campus living facilities to accommodate the more than 5.5% of students present from outside of Berks and Schuylkill Counties. The total percentage of the student enrollment receiving financial aid was 37%, a meaningful figure for use in establishing tuition rates for the demonstration child care facility on campus. Sixty-four percent of the students were women whose average age was 25.9 years. The ethnic composition of the college was 86.2% Caucasian, 4.8% Black, 2.5% Hispanic, 2.2% Asian, and .4% American Indian (Reading Area Community College Self Study, 1982).

The educational levels of the residents of these two counties were lower than the state norms. Berks County citizens ages 25 and over averaged 11.1 years of schooling. Only 43.3% of the total population had four years of high school or more, while almost one-third have not progressed beyond the seventh-grade level (Bureau of the Census, 1983). Out of the 67 counties in Pennsylvania, Berks ranked eighth highest in the percentage of dropouts from secondary schools in 1979-80 and Schuylkill was tenth highest. It was estimated by the State Office of Employment Security that 27,800 persons in Schuylkill County needed employment-related training during 1981, which is 17.3% of the total population.

RACC has been meeting some of the educational needs of these two counties. Many more credit students (97.8%) come from the Reading-Berks area than from Schuylkill County. However, this situation is primarily the result of the college's location in Reading. Also RACC has unsuccessfully tried to establish sponsorship in Schuylkill County, which should have increased enrollments from that area.

Four other degree-granting institutions of higher education are located in Berks County. Albright College is a private, church-related liberal arts institution that had 1,434 baccalaureate students in the fall of 1984. Another four-year private church-supported liberal arts college is Alvernia College with an enrollment of 499 students in the fall of 1984. Both of these colleges are located in Reading. Kutztown University is situated 16 miles north of Reading and served 4,594 students in fall 1984. As one of 14 state-owned universities, Kutztown University awards bachelor's degrees in arts and in science and focuses upon elementary and secondary teacher education. Finally, the Pennsylvania State University has a branch campus located in suburban Reading. This Berks campus offers associate degree programs and continuing education courses and had 770 credit students enrolled in fall 1984.

In addition to degree-granting institutions in Berks County, there is one proprietary school: The McCann School of Business. Nursing and medical technology programs exist at the Reading Hospital and Medical Center and Saint Joseph Hospital. Students from RACC usually transfer to other colleges located in Berks County. Some transfer to nearby Millersville University in Lancaster County, West Chester University in Chester County and Bloomsburg University in Columbia County.

RACC is also a member of the Higher Education Region II Planning Council, an organization of area institutions striving for local programmatic planning. The purpose of this council is to review new programming proposals from various schools so that programs are not duplicated and that they serve the needs of the immediate community.

RACC participates in the state-sponsored Berks County Inter-Institutional Forum, which is a coalition of basic, secondary, and post-secondary educational institutions to improve cooperation and the quality of education in general. These educators meet regularly to discuss common issues and problems, which most often are relevant to state universities.

The general mission of the college is to serve the needs for post secondary education of the nearly 500,000 people of Berks and Schuylkill Counties. Both are representative of the most educationally disadvantaged counties in Pennsylvania. Berks County covers an area of 874 square miles, and Schuylkill County is confined to a 784 square-mile area.

The per capita income in 1978 was $8,110 (Bureau of the Census, 1983). An unemployment rate of 9.6% existed in September 1982 and has decreased to 7.1% in September 1984 (Reading Eagle, 1984).

The Early Childhood program at RACC was one of the original program offerings. It was revised in 1979 when the college received a three-year vocational grant and began operation of a campus-based child care facility in September 1978. The center was designed to provide a model educational setting for student observation and participation. Its second purpose was to provide child care for children of RACC students as a recruitment and retention mechanism.

In 1984-85, the center had an enrollment of 128 children between the ages of 6 months and 5 years. In 1984, 36 of the children were enrolled on a full-time basis while the remaining children attended at various times. Hours of operation were from 6:30 a.m. to 10:00 p.m. The parent was required to register the child for at least three consecutive hours on a given day. A regular weekly schedule was chosen at the beginning of each college term so that an educational program could be planned for both the children and the college students enrolled in the Early Childhood Education Program.

The infant-toddler group was started in fall 1980 in response to numerous requests by student-parents. Because local colleges in the area did not have adequate preparation for teacher education in the development of an infant curriculum, the center served as a model for infant-toddler education. As a result of doctoral studies, the writer designed and implemented a developmental training program for both staff and student volunteers. The Piagetian based program increased the amount of individual attention given and improved caregiver skills.

A second purpose of the child care facility was to provide quality care on a flexible schedule for the children of college students. Children from the community made up 40% of the enrollment and were accepted after preference was given to students. A sound financial base was required so that flexible scheduling could be provided for children of students.

The center was licensed by the Pennsylvania Department of Public Welfare, which has strict standards for staffing, room environment, educational program, and health-related procedures. A limit of 25 preschool children in each of two rooms and 16 infants and toddlers in a third room was determined by classroom size. In order to operate within the regulations, an hourly count of children was maintained during enrollment. A certified teacher and additional staff members were assigned to each classroom so that the adult-child ratio was within state-mandated standards. Student volunteers were never included in the staffing ratios and therefore added to the opportunity for quality care to exist within a lower staff-child ratio. Students were also able to concentrate on the children and their own assignments rather than being assigned to tasks usually completed by a teacher aide.

Although the RACC Early Learning Center was begun with the aid of funds from a federal vocational educational grant, it later became self-supporting. Administrative commitment to the center was modified. It was designated as an auxiliary enterprise and could be compared to the operation of a campus bookstore. The college assumed 60% of the salary of a director and also assigned two-thirds of a faculty teaching load to this individual. Costs and in-kind services such as space, overhead, trash collection, paper towels, and utilities were formerly assumed; but in 1984 they were put in the center's budget. All other expenses, including salaries and fringe benefits, were budgeted annually and had to be covered through tuition payments of parents. The college was unwilling to allocate further funding to the RACC Early Learning Center, so quality care had to be attained within the budgetary constraints. The burden became difficult for the staff, and frustration was often obvious to the college student observer. Parents also reflected frustration because they were forced to pay higher tuition since 1984. Students whose children attended the center were often unable to afford the new rates.

Description of Participants

The writer as coordinator of the Early Childhood Education program at RACC, and 14 other Early Childhood instructors from 10 Pennsylvania community colleges were primarily involved in the practicum experience. Participation was also gained from representatives of the following four-year institutions: Alvernia College, Albright College, Kutztown University, and Millersville University. Upper division courses were compared to those offered in community college early childhood programs to establish course equivalencies.

Included in the articulation process were two teachers at Berks Vo-Tech School and three teachers from local secondary schools which had early childhood programs.

Students from these programs were informally evaluated for advanced placement in the program at RACC.

Twelve members of the American Association of Community College Early Childhood Educators (ACCESS) in Pennsylvania were among the teacher educators who formed a network to improve the quality of Pennsylvania early childhood teacher education programs. One hundred seventy members of ACCESS were surveyed to determine the scope of the problem on the national level and to learn about solutions already in existence.

Local preschool directors in each area of the state were contacted by Pennsylvania ACCESS members to determine the relevancy of program guidelines and to add any skills needed. The directors who employed program graduates were also included. This outreach provided assistance with individual program evaluations by determining skills needed.

In each Pennsylvania community college, students enrolled in early childhood programs were included in a program evaluation and the resulting determination of state guidelines. At RACC, 78 students were asked to complete a survey to determine the degree of student satisfaction with the teacher education program. Graduates were contacted to assess job placement as well as to inquire about entry level professional skills.

Writer's Role and Responsibilities

The writer was the Instructor/Coordinator of the Early Childhood Program at RACC. The position of Instructor/ Coordinator of the Early Childhood Program was designed to benefit the college's needs for an individual to design, plan and implement procedures to establish an on-campus child care facility and to teach courses in the Early Childhood A.A.S. Program. A liaison between the theory taught in class and experiences in the RACC Early Learning Center, a combination child-care facility and demonstration school, was needed. Specific procedures to monitor progress of the traditional student and assess experimental learning of the already employed child care worker were implemented. The position was demanding and time consuming but at the same time provided a unique perspective because of the combined academic and administrative duties.

The writer's job description fell within a dual responsibility area. She reported directly to the Vice President of Academic Affairs concerning administration of the RACC Early Learning Center. She was supervised by the chairperson of the Behavioral Science Division for all college teaching responsibilities. A general job description for the position included:

Administrative Responsibilities:

1. Supervising RACC Early Learning Center
    a. Interviewing and recommending selection of teachers and aides
    b. Supervising 5 full-time and 11 part-time employees
    c. Scheduling staffing according to need
    d. Registering and assuming responsibility for approximately 128 children per term
    e. Maintaining student and staff records required by Department of Public Welfare, which licenses the center
    f. Maintaining substitute list
    g. Conducting self evaluations and comparing these annually with a written evaluation of performance and individual conference
    h. Assisting staff with planning for children who need special assistance
    i. Helping parents develop new parenting skills
    j. Facilitating staff development
    k. Coordinating activities in center with college classroom experiences
    l. Assuming responsibilities of head teacher in toddler room

    - m. Conducting daily routine activities of a child-care center director
- 2. Coordinating Child Development A.A.S. Program
    - a. Recruiting students
    - b. Advising approximately 50 students with course selection per term
    - c. Evaluating program
    - d. Selecting and meeting with program advisory committee
    - e. Assisting students with placement
    - f. Assisting with transferability of courses
    - g. Recommending course sequence and new courses
- 3. Performing duties of evening administrator approximately once a month

Teaching Responsibilities:

1. Teaching 18 credits per academic year
2. Planning classroom assignments to be carried out in college's demonstration school
3. Assuming responsibilities of classroom instructor outside of class
4. Writing and revising course syllabi

Financial Responsibilities:

1. Maintaining records for tuition payment

2. Preparing budget
3. Monitoring budget
4. Recommending purchases
5. Assisting with collection of tuition through monitoring attendance
6. Supervising payroll information

Student Services:

1. Encouraging low motivated students through individualized goals
2. Assessing and referring students to appropriate support services
3. Supporting student-parents

Additional Responsibilities:

1. Participating in professional growth experiences
2. Conducting career days and other projects of community outreach and service

The writer's professional duties included serving as president of the national organization, ACCESS. She was the founder of the Eastern Pennsylvania Association of Young Children, an affiliate of the National Association for the Education of Young Children (NAEYC). Locally, she also served on the advisory boards of Reading School District and Berks County Head Start, Berks County Vo-Tech Child

Development Program, and Wyomissing School District Vocational Program.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

The feeling of isolation and lack of direction in coordinating or teaching in a teacher education program at RACC was shared by early childhood education instructors on the state level. Little communication had taken place among community college teacher educators in Pennsylvania as they determined goals and evaluated their programs.

There was also some confusion about the mission of the two-year institution. The community college was often viewed by the four-year colleges as a competitor or as a vocational technical school. Clearly, the role of the community college early childhood educator was overlooked among groups of educators from four-year institutions.

The policy statement of the American Association of Community and Junior Colleges (1984) described the emphasis of the two-year institution.

> Emphasis on the associate degree program indicates to faculty, administrators, students, and society that the community, technical, and junior college has a vision of what it means to be an educated person and affirms the college's commitment to program continuity, coherence, and completion. The associate degree must indicate

> that the holder has developed profiiencies sufficient to prepare for upper-division collegiate work or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose (American Association of Community and Junior Colleges, 1984).

The Early Childhood Education Program at RACC has been under continual revision since its beginning 14 years ago. Until 1977 no full-time coordinator existed for the program. At first, courses were randomly selected from catalogs without consideration of both teacher certification bodies. Enough credits existed for graduates to be certified by the Pennsylvania Department of Public Welfare but not to be certified as assistant teachers by the Department of Education. Courses were not sequenced in order of skill development. Above all, course content was not defined, and no master syllabi existed.

As an adjunct instructor, the writer first taught Curriculum and Materials for Preschool Education. No text was suggested. Previous syllabi and course outlines provided no clear direction for the course. No prerequisites existed for what was described as a second-level course. The catalog description was vague and closely compared to the description for another course, Preschool and Day Care Programs. After reviewing syllabi and course outlines for both courses, many similarities and much overlapping information were found.

Originally, courses were offered on the basis of providing theory, discipline, and teaching skills to prospective teachers. It was only after a full-time coordinator was hired in 1977 that the course material was sequenced. The other instructor who taught in the department was trained in psychology and offered no assistance. Other full-time instructors in the Behavioral Science Division had no background in early childhood education. Little help was available from other community colleges because of distance, small departments, and a hesitancy to share information.

The writer turned to NAEYC to begin to solve the problem of isolation. Members of ACCESS met at the NAEYC convention in New York City in 1979. The problem in program development experienced by the coordinator appeared to be national in scope. The problem was magnified by the diversity existing among quality established programs. A survey conducted by Lohnes (1979) for ACCESS identified that program titles as well as content differed immensely. A recent survey by Kimes-Myers (1984) further documented the diversity in programs.

The magnitude of the problem was further exemplified by the fact that in Pennsylvania, graduates of early childhood programs in two-year institutions can become teachers in child-care centers after obtaining two years of related work experience. After obtaining 24 credits and additional experience for two years, the graduate can teach in a private nursery school. It is also possible for graduates to transfer at least half of their courses in early childhood education to four year institutions. The training given at the two year college level must, therefore, be directed toward competencies related to teaching rather than competencies directed toward assisting teachers.

In 1983 the writer became president of ACCESS. At the NAEYC convention in Atlanta in 1983 it was revealed that teacher educators shared a need to learn more about selection, research, credentialing, and other issues. Other than California community colleges, few states had more communication than the few telephone calls exchanged annually in Pennsylvania. Representatives from individual states were eager to communicate more as the emphasis for excellence in teacher education programs was noted at the conference.

Debates existed over the balance of theory and clinical experience included in teacher education programs. There were additional concerns about the amount of content stressed at the expense of methodology. The fragmentation of program titles was a primary concern to the program coordinators who must make a distinction between the title of Child Development or Early Childhood Education for funding or administrative reasons. State certification requirements added to the diversity of response by individual colleges.

Pennsylvania community college teacher educators shared the concern that there was a lack of understanding of the community college teacher-training programs. Employers did not understand the degree of preparation and often hired a person who had a four-year degree in one of the social sciences as a teacher. High school guidance counselors directed their more able students to four-year institutions even when finances or commuting problems prohibited completing a four-year college education.

The problem of mediocrity in education had many dimensions. Mertens and Yarger (1982) isolated the factor of improved teacher education programs as a direct influence upon the education of young children. The addition of better textbooks, materials, equipment, and improved organization could not compensate for the impaired capabilities of those who taught in the system.

There were no set guidelines to serve as the minimum content for early childhood programs. Additionally there were no communication systems through which coordinators could define their mission, evaluate their programs or articulate program goals. The problem was that there was a lack of direction for the development of early childhood programs in the state of Pennsylvania on the community college level.

Documentation of the Problem

A tabulation of the phone calls received since the writer became president of ACCESS provided evidence that within the state of Pennsylvania, teacher educators were in need of information from peers. Questions involved salary information, suggestions for starting on-campus child care, infant/toddler resources, and needs assessment. Other calls were requests for program evaluation methods.

In August 1984 a letter was mailed to each of 14 community colleges in Pennsylvania (see Appendix A) to determine the scope of the problem and to assess interest in seeking a solution. Ten of the 14 community colleges responded to the writer's request to visit individual campuses. Only one college having an early childhood program failed to respond. A brief survey was used to determine the amount of diversity in programs and to learn about the common problems encountered at each college setting (see Appendix B). A visit was made to several campuses to discuss common problems and possible solutions. During the visit, questions were asked about admission standards, evaluation, and program content. Each coordinator was asked if increased communication on the state level was desirable and feasible.

All of those interviewed ranked the need to better screen teaching candidates as a problem in maintaining a quality program (see Appendix C).

College coordinators reported that they desired discussions with other teacher educators. It was stated that the problem of distance could be overcome if a central location were determined for holding meetings. Seven educators reported that they could benefit from resource sharing and a newsletter.

The information collected throughout Pennsylvania was similar to the documentation existing at RACC. Course syllabi provided parameters for instruction. Documentation for student participation in clinical experience was needed to correlate with theory taught in class.

The Early Childhood Program at RACC had been continuously revised and improved but a formal evaluation had not taken place in 5 years (see Appendix D). Goals completed in 1979 included establishing a childcare center, increasing the total number of students, providing job assistance, and adding an infant toddler center. Combining the teaching and management programs was considered because of the lack of course offerings in administration. All goals were met over a period of 5 years. Goals in 1985 included increasing the rate of student retention, marketing the program to the community, improving teacher certification procedures, and improving transferability of courses. Improvement was seen in the area of course sequencing, establishing prerequisites, and completion of course syllabi. Course syllabi were revised by advisory committee members and found to be complete in all areas in 1985.

Guidelines for program development were not available from any of the colleges in the state although two colleges had conducted in-depth program evaluations and one college was conforming to the competencies designated by the Child Development Associate (CDA) credential.

Other evidence of the lack of communication existed in the area of transfer agreements. Representatives of local four-year institutions verbally reported that college catalogs were not sufficient in evaluating course transfers. It appeared that all community college students were judged by the performance of a few graduates from vastly different programs. A representative from one four-year institution mentioned the variety of content in teacher education programs at Pennsylvania community colleges.

Analysis of Problem

Several causes for the lack of communication, support, and resource sharing on the state level were considered to improve program quality. The problem of isolation was national in scope.

Guidelines for early childhood teacher education Programs in two-year institutions were not in existence at this time. In 1982, NAEYC published guidelines for four-year and five-year teacher training programs. Recognizing the unique program needs of two-year institutions, NAEYC began to draft guidelines for two-year institutions in July 1984. Most individual teacher educators in Pennsylvania were not aware of the effort (see Appendix B). In Los Angeles, California, at the NAEYC convention, only two states other than California reported that they had attempted to define the appropriate content for a community college teacher education program. Through the writer's sharing and reacting to proposal guidelines, it was determined that Pennsylvania was no exception in either possessing guidelines or in showing awareness of NAEYC's effort (see Appendix E).

Although individual instructors at Pennsylvania community colleges were willing to admit their need for communication, some program coordinators and deans were suspicious of sharing information. Because competition for grants was higher than in previous years, colleges were reluctant to share innovative programming ideas with other college instructors. Those coordinators who were innovators

10 years ago did not want to dilute their position of importance.

Competition was also increasing within the institution at various community colleges. Because early childhood programs at the two-year level were relatively recent endeavors, some faculty retrenchments were occurring within these areas. Faculty members whose courses were affected by declining enrollments exercised their right to teach courses formerly taught exclusively by early childhood personnel. The quality of instruction as well as retention of less desirable teaching candidates was a result.

There was also resistance to conducting program evaluations. Although program review should concern itself with the process as well as the product and be a non-threatening internal activity, Clowes (1981) realistically pointed out that the result could be devastating. Instructors were hesitant about providing any information that could determine the life or death of their program during budgetary constraints. Numbers of enrolled students became more important to the evaluation than quality of preparation of graduates.

Distance between colleges in Pennsylvania was also a factor inhibiting communication. The western part of the state had two programs separated by three hours of driving from the most central of the colleges. Colleges in the eastern part of the state were located over approximately 50 miles apart. Instructors' class schedules and other responsibilities did not coincide so that frequent contact could not be made. Telephone conferences were difficult to schedule and often resulted in time delays before the goal was reached. No meetings or conferences existed on the state level for community college educators. However, instructors from Pennsylvania met on an informal basis at the annual NAEYC conference.

There were no newsletters uniting community college early childhood educators in Pennsylvania although such publications existed in a few other states. Journals published nationally seldom had articles directly relating to the problems of this unique group of educators. Even the ACCESS publication, ECE Options, was being revised because of criticism from members who did not relate to the literature directed to those who teach at four-year colleges or universities.

Leadership was a problem for community college educators both on the state and national level. Much of the community college educators' work was spent on counseling individual students with developmental needs. Instructors at two-year institutions appeared to be more heavily scheduled and had more committee responsibilities than those at four-year institutions. Often they performed dual responsibilities and were not rewarded with released time. They were seldom encouraged to publish articles in educational journals.

The quality of students entering the program was also a unique problem of community college educators. Often the introductory course served as a screening device for the program. Open admissions prevailed at community colleges as did low reading levels, poor writing skills, inadequate language skills, underdeveloped study skills, and often poor self-esteem.

The community college faced a time when forces appeared to threaten its existence. Four-year institutions and vocational technical schools competed with the community colleges for state funding. Local school districts with declining enrollments were reluctant to offer long term support. The pool of eligible students declined. As a result, the teacher educator was, by necessity, involved in recruitment and retention of students who did not possess all of the desirable qualities to provide a quality learning experience for young children.

Related to retention of marginal students was the difficulty of redirecting students who had the intellectual ability to master the theory of early childhood education but did not have the personal qualities to succeed in the clinical experience. A mechanism was needed to evaluate the student during the developmental process of the prospective teacher.

Local preschools and child-care centers did not provide the network or support system for professionalism needed by teacher educators. As more centers responded to the increase in need for child care, graduates who were only prepared for assistant teacher responsibilities were rapidly promoted to the position of teacher. Directors of the local centers were often trained only in elementary education and when involved in program advisory committees, were not always able to separate the different aspects of elementary education and early childhood education.

Guidance counselors appeared to discourage able students from entering the field of early childhood education. Students were rightfully informed that salaries were low while hours were long in child-care centers. The counselors often confused the lack of employment opportunities in elementary education with those in early childhood education.

Overall, the problem was aggravated by the inability of teachers to distinguish themselves as professionals.

Professionalism, although claimed by educators, has not reached public acceptance. Until some form of accreditation is uniformly accepted, guidelines are maintained for programs, and teachers begin to see themselves as lifelong learners, questions will continue to result from attempts to be recognized.

Related Literature

Early childhood education included the period from birth through age eight. Colleges involved in teacher education have had to focus on future employment at nursery schools, child care centers, and occasionally on positions as aides in the primary grades. Community college educators recognized the fact that employment as teachers in public school primary classrooms would entail an additional two years of education. Concentration in two-year institutions was upon the field of educating assistant teachers or teachers for nursery schools or child care centers.

Child care personnel have been defined as "those adults who work directly or care for children in a variety of group settings." Included in the field were administrators, supervisors, educators, and researchers.

Because of the increased birth rate between 1975 and 1985, the Bureau of Labor statistics estimates that the number of openings for graduates in preschool and pre-kindergarten programs will increase by 26.2% (Lamme, McMillan, & Clark, 1983). The increase in dual career families will add to the need for more child care personnel. The percentage of children who were enrolled in preprimary programs increased from less than 30% in 1966 to over 40% in 1975 (Spodek & Davis 1982). An increase in staff is needed at family day care homes, private and public child care centers and private preschools. These personnel can be prepared in two-year institutions.

Teacher educators. State certifications for preschool teachers differ. Community college programs must design programs which meet the minimum standards for certification.

In designing programs, the college educator must focus on the end product which is the teacher. Much has been written about qualities of a good teacher. Conger (1983-84) pointed out qualities that are ineffective. Students do not want a teacher who does not or cannot explain course material, does not challenge, or is sarcastic. In college educators, students want instructors who understand college students, use personalities effectively, know course material and the rationale for their presentation, can make theory relevant, and can be enthusiastic.

The first teacher educator was Cyrus Pierce who had experience as a college president, principal of a laboratory school and teacher educator. Although Pierce used no course syllabi, he designed a program which included basic skills, physical and mental stimulation, school, government, discipline and practical experience (Hillison, 1984). These program characteristics are relevant for students in 1985.

Teacher educators recently have been placed in the position of responsibility for the absence of excellence in education. Hawley (1983) compromised the issue by stating that students who are preparing to teach often demand too little of their own performance while the profession reinforces their decision by keeping standards too low. There are no clear characteristics of teacher excellence. Only a few community college educators engage in scholarly activities such as research or publishing (Ford, 1982).

In a survey by the American Association of Colleges for Teacher Education, it was noted that 41 teacher education institutions responded to the quest for quality by considering raising standards for students and teacher educators, revising programs, increasing staff development activities, extending the hours in the clinical component, increasing the use of research, and attracting more qualified students.

In a recent survey of community college teacher educators, it was found that the criteria for application to programs increased at 17% of the schools. Criteria for graduation increased at 44% of the schools. Retention was based upon the grade point average at 88% of the schools (Kimes-Myers, 1984). A trend toward increasing or maintaining standards was seen in all institutions surveyed.

The role of teacher educators has been compared to that of a gatekeeper to the profession. Communication must exist between state agencies which certify teachers and the recommendations of teacher educators (Spodek, 1974). College faculty who serve as teacher educators do not have to meet certification requirements. Because of the decrease in 18 to 22-year-olds, colleges are retrenching teaching positions. Sometimes less qualified individuals who have seniority were assigned teaching responsibilities in early childhood education. Budgetary restrictions have caused colleges to employ less educated or less experienced personnel. Some colleges are hiring teacher educators only on a part-time basis.

In order to establish a national teacher educator certification, minimum standards must be determined. Watts (March-April 1982) recommended that a doctorate in education, successful teaching experience, general knowledge, and professional efforts be considered essential. The teacher educator should also have the ability to work well with cooperating teachers who will supervise their students in practicums in school settings that are not ideal (Tymitz-Wolf, 1984).

A combination of the characteristics of scientists and the qualities of artists are needed to become quality teacher educators (Watts, 1982). Teaching on any level is both prescriptive and creative. The teacher educator will serve as the role model for future early childhood educators. "Ultimately, the professional abilities of classroom teachers largely depend upon the strength of teacher preparation" (Watts, March-April 1982). The services provided for children will be diluted by teacher incompetence.

Problems in Teacher Education Programs. Programs vary in depth, duration, content, goals, methods, and organization. The present system of teacher education is ready for a change and is now in need of responding to its problems. Spodek & Davis (1982) observed that college teacher education programs are often shaped by certification programs within a state rather than by definitive program guidelines. His response to NAEYC's guidelines for teachers in four-year institutions was positive because he projected the effect to be a monitoring device for the field. It was

Spodek's goal to have teacher educators expect more from their students, conduct more thorough screening for admission, and improve methods of monitoring student progress.

Community college educators have additional problems. Students who enter the two-year institution often have lower academic expectations, possess fewer basic skills, and are often employed or are balancing family responsibilities. The educators themselves are usually less credentialed on the community college level.

Watts (1982) stressed that admission of students who are not qualified damages the quality of the program. Admission to teacher education programs is not difficult. Most colleges use the grade point average as the method of selection. Fearing that teacher training institutions are admitting less qualified students, Caman (1983) recommended more recruitment efforts to locate quality students in a time of declining enrollments. Core skills such as communication, human relations, and conflict resolution should be assessed (Ouderkirk, 1980).

Another change faced by the teacher educator is the need to develop strategies to teach the adult learner. Changes have taken place in the community college population.

In 1979, students over the age of 25 made up 50% of the students enrolled in community colleges.

Identification of a body of professional knowledge would eliminate one of the existing problems in teacher education programs (Watts, 1982). Need exists for an agency to collect, evaluate and disseminate research to determine relevant theory to be taught. Educational funding is low in many states and has not been allocated to locating productive educational research. Quality and focus is needed to develop research that can improve teacher preparation (Watts, 1982).

The concern for maintaining numbers in teacher education programs sometimes impairs the judgment of teacher educators (Watts, 1982). Graduates of a program sometimes possess less than average teaching competencies. Since the welfare of children is at risk, another serious problem is counseling capable students into other programs. Schools of education in colleges are not autonomous. The amount of money funded for each full-time student is often the lowest amount in the college (Watts, January-February 1982). As a result, decisions are formed in other programs even though they impact upon teacher education. Decisions impact upon class scheduling, course offerings and the financing of campus demonstration centers.

Many instructors have the dual responsibility of teaching and of supervising campus centers. Concern has been expressed about program quality when faculty must provide the needed attention to improvement of degree programs while attempting to simultaneously write grants, plan and conduct in-service training, and provide off-campus instruction (Kossach & Greenberg, 1983).

The amount of time devoted to field-based programs has always been controversial. A balance of theory and clinical experience is difficult to maintain. The cooperation of a qualified supervisory teacher is advantageous. Legal support systems are also needed for the clinical supervisors who maintain one of the most important components of the program (Morris & Curtis, 1983). Supervising teachers cannot always articulate the rationale for their methods.

Strong and innovative leadership in child development can result from a community college that provides observation and teaching experience as part of its program. Positive differences in behavior of teachers have been easily related to high quality education and training (Carey, 1983).

Program development. Approximately 42% of four-year institutions are accredited by the National Council for Accreditation of Teacher Education Programs (Crabtree &

Geiger, 1983). There is no equivalent monitering organization for community colleges.

Few systems exist for developing programs in community colleges. Programs are developed as a result of grant funding, faculty interest, and transfer feasibility. Although transferability is important, colleges seldom imitate programs at four-year institutions (Zoglin, 1981). Program initiation passes through the approval of staff, the curriculum committee, and area administrators. Programs are usually in existence as long as they remain cost effective and generate student income. Faculty departments are strengthened by the number of course offerings. It becomes increasingly important that programs are offered within the appropriate division. The title of the program becomes meaningful for assignment to a specific division. The courses in the program cover a specific period of instructional time, designated objectives, and a sequence that leads to program goal attainment.

Most community colleges were originally intended to be postsecondary institutions for career preparation. It has been observed that no group of colleges is more suited to developing the new market of part-time adult learners (Crass, 1981). Programs must be sequenced to accomodate the needs of both full-time and part-time students.

Student learners, according to VanderVen (1979) go through predictable stages to which programs must respond. The first stage, a love for all children, is followed by a stage where the student wants to rescue children to make up for deprivations. The following stage is charactertized by a need to be loved and a fear to risk setting limits. Students also go through a stage of blaming parents and the system, an affectively oriented stage where they reject paperwork and a commitment to a single approach to teaching. Courses within the program can be sequenced to accommodate the student learner.

Davis & Zaret (1984) noted that a developmental program model is needed to guide the student learner as he progresses through student teaching. Competencies to be developed include assessment, planning, classroom management, methods, evaluation, and interactive strategies.

Associate degrees in teacher education are gaining acceptance. Spodek & Davis (1982) acknowledged that a large proportion of early childhood personnel are being educated in community colleges. Spodek's choice of vocabulary is a typical representation of four-year institutions. Instead of "educated" he used "prepared." In place of "teachers" he used "practitioners." In the same sentence he refered to the community college and the Child Development Associate (CDA) credential and added that the community college programs "may or may not be considered teacher preparatory" (Spodek & Davis, 1982).

There is much agreement with Tymitz-Wolf (1984), who viewed community college students as typically motivated by pragmatism. Teacher educators are required to see beyond employability, to view teaching as a profession, and to prepare a well-rounded program designed for lifelong learning.

Validity for the associate degree program in early childhood education is Murtha, Kauffman, & Worman's (1982) finding that little difference exists between the average annual starting salary of graduates of either an associate or a baccalaureate degree program.

Differences exist in community college programs in instructional levels, administrative structure, curriculum, instructional methods, field practice, faculty qualification, professional relationships, enrollment selection, and evaluation. An increase in general education courses and professional studies will produce better educated teachers capable of problem solving and the utilization of theory as outlined by VanderVen (1982). General education includes written and oral communication, basic computational skills, and knowledge of the world as well as human growth and development, child care methods and skills, and personal and professional development.

It is important to provide quality advisement and counseling for the student's benefit as well as for retention in the program. Professional and personal individual goals and objectives should be included. Teacher education must include technology such as microcomputers and videotaping. Integration of theory and practice will be dependent upon matching teaching and student learning styles. Various strategies such as lectures, tutoring sessions, group discussions, simulations, assigned readings, media, observations, demonstrations, role playing experiences, and field trips can be combined to foster independent learning. According to Schwerin (1983), the ability to reason, interpret, analyze, feel, and synthesize are also part of career education programs.

Campus centers. Laboratory schools and campus child care centers provide clinical experiences for students but are experiencing funding problems. Another difficulty exists in the priorities of the schools and the lack of innovative teaching. It has been found that 46.6% of laboratory school students had a combination of traditional and experimental programs. Priorities of the schools were listed as instruction, 38.3%; teacher education, 35.4%; research, 13.7%; and inservice education, 12.6% (Watts, 1982).

A major change in teacher education program development has been to increase the number of hours spent in the field. Spodek, Davis & Saracho, (1983) found that most programs had 200-300 clock hours in student teaching. Most practica are designed to meet individual objectives. Erdman (1983) suggested that students be encouraged to be reflective and initiate experiences in partnership with supervising teachers. VanderVen, Mattingly & Morris, (1982) concurred that the student needs to develop his own practicum.

In an investigation of quality field based laboratory experiences in community and junior colleges, a high level of consensus existed in the following: (1) students learn from observation of staff and through active participation; (2) laboratory training centers should be models for local child care centers; and (3) a quality center, operated by a community college, can be replicated by others in the community. It was also agreed that: (1) a quality training program should provide experiences for infants through school-age children; (2) the college training program should reflect a range of conditions as found in the field; and (3) teaching skills should reflect teaching behavior that can be utilized in employment.

The complete composition of the program does not eliminate the college's responsibility to evaluate the student and provide constant feedback. Malpractice can be considered if entry-level skills are not possessed at graduation from the program. If the student fulfills all responsibilities and certification requirements, he can expect to possess entry-level skills. The program quidelines must be firm enough to withstand the temptation to weaken standards when there is a teacher shortage or college student shortage. A clearly defined core curriculum is valuable for the community college teacher educator (Clear, 1983). The value of the liberal arts must be transmitted to the faculty member.

Future considerations for teacher education programs. New skills and new subject areas, widening opportunities for teachers, projected changes in teacher-pupil ratios and the impact of information technology are considerations when conducting an improvement evaluation of an existing program (Gilman, 1984).

Peters (1980) discussed professionalism and credentialing as goals for the future in teacher education. He reinforced the view that a professional controls entry to the profession, establishes standard of expertise, develops an organizational structure, and regulates membership. He encouraged the potential professional to read current literature, attend meetings of professional organizations and gain a sense of direction from other professionals.

In the state of California, the Chancellors Task Force on Child Development Instruction and Services (1983) pointed out that the role of the community college is to provide a program which will develop the skills necessary for employment or for a successful transfer to a four-year institution.

To progress in program development, improvement evaluations should be conducted. It is necessary to account for the number of graduated who find employment.

Murphy (1983-84) discussed a model used by Western Canada community colleges. It was called CIPP because it included:

1. context evaluation
2. input evaluation
3. process evaluation
4. product evaluation

Whatever model is chosen, employers should be contacted. In Canada, employers suggest more frequent use of the advisory committee, upgrading of courses for mature students, longer practicum experiences, better selection of students, and better preparation of students to deal with job frustrations (Murphy).

The Commonwealth of Pennsylvania State Board of Education (1982) mandates that once every 5 years an institution conducting approved vocational educational programs shall submit to the Department of Education a long-range evaluation plan. The evaluation plan includes a needs assessment, action plan, and a plan for job placement. Advisory committee approval is also required.

Plans to improve teacher educators must examine the current status in the light of the past. The objectives must be related to the potential for development in the future. The future can be created through synthesizing the dreams for the future (Parnes, 1984). Because creativity can be viewed as a function of knowledge, imagination, and evaluation, a program evaluation can be focused on the process rather than the product.

Improved research techniques are needed to serve as a resource base for program content, admission standards, accreditation, and instruction (Watts, 1982). Creation of a research base could be the foundation for increasing professionalism. Research rather than opinion, common sense, and group consensus can serve as professional guidance. Longitudinal research was suggested by Champion (1984) to track students throughout their careers. Organization for research and development is suggested.

Networking among teacher educators is not easily found in the literature except among educators in the state of California. The National Education Association (NEA), the American Association for College Teacher Educators (AACTE), and NAEYC are frequently cited as the most vocal organizations. It has been hypothesized that leadership for changes in teacher education programs will be initiated by members of those organizations (Crabtree & Geiger, 1983).

In a poll of 1,346 teachers in grades K-12, it was highlighted that 25% would recommend teaching as a career to their students while 51% would only recommend it with major reservations. Cited as reservations were the decline of professionalism, lack of parental involvement, concern about violence, large class size, and low salaries (Prothero, 1985). Teachers currently employed must serve as role models for prospective teachers.

In 1982, NAEYC established guidelines as an attempt to raise the standard of excellence for early childhood teacher education for four-year and five-year programs. The guidelines were designed to serve as goals which include a broad base of theoretical as well as practical knowledge. The guidelines integrated relevant principles from several programs (NAEYC, 1982). As a follow-up to the publication, a similar position statement was written for associate degree granting institutions.

Standards for implementing guidelines were developed in New York. The competency based program is still surviving because of its extensive use of behavioral objectives, assessment of student learning with performance measures, and communication between the teacher educator and the classroom supervisor (Wendel, 1982). A similar type of evaluation is promoted by Davis and Zaret (1984) who discussed learning as a developmental process from preservice to inservice. Recognizing the developmental aspect includes the cumulative nature of learning course competencies.

Hawley (1983) concluded that through networking among community colleges in California it was agreed that programs deserving to approach excellence:

1. manifest current knowledge
2. integrate methods courses with theory
3. select students who are qualified
4. expect students to perform at a high level
5. involve students in active learning

In general, there is a consensus within the related literature that quality teacher training procedures must be developed to continue the quest for professionalism among child care workers and preschool teachers. Guidelines for program development are lacking in most states.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The goal of this practicum was to organize a network and increase communication among two year-colleges in Pennsylvania. An increase in public awareness was expected as educators from two-year institutions defined their mission, evaluated their programs, and articulated program goals. Finally, community college early childhood teacher educators were expected to formulate a set of two year guidelines to serve as minimum content for their programs.

At the end of the practicum implementation period, community college teacher educators were expected to:

1. organize a state affiliate of ACCESS.
2. increase the frequency of meetings and communication attempts among Pennsylvania Community College Early Childhood Educators.
3. conduct improvement evaluations of the content of early childhood two-year programs.

4. designate appropriate marketing techniques based upon recruitment and retention needs of the participating community colleges.

5. improve transfer agreements with four-year institutions located near individual members' areas.

6. increase services and communication to local private and public preschools.

7. formulate program guidelines acceptable to Pennsylvania educators which outline the minimum content needed to provide a balance of theory and experience.

Behavioral Expectations

In order to meet the general goals of the practicum, teacher educators:

1. completed a needs assessment to define purposes for networking.

2. obtained support from academic deans.

3. selected topics and meeting dates for the proposed community college organization.

4. read NAEYC proposed guidelines and discussed these with colleagues.

5. conducted program evaluations of early childhood teacher education programs at designated institutions.

6. read survey results from other colleges.

7. read and revised the ACCESS by-laws and constitution and adapted them for use in Pennsylvania.

8. accepted NAEYC guidelines for use in Pennsylvania.

9. wrote a newsletter, to be mailed to private and public preschools, vo-techs, and four-year institutions to disseminate information.

Assessment Techniques

Assessment instruments included:

1. a needs assessment (see Appendix A) mailed to all Pennsylvania community colleges. The first part of the survey assessed resources for program planning, early childhood personnel, and educator contact with other college educators in Pennsylvania. The second part of the survey was designed to be used as a pre and postmeasurement of objectives for the practicum. The needs assessment emphasized:
    - a. questions relating to program content (see Appendix A, questions A.1 & B.3 and Appendix B, questions 1, 2, & 6).
    - b. questions relating to network needs (see Appendix A, questions B. 1 - 4 & Appendix B, question 4).

c. questions relating to transfer problems (see Appendix B, question 3).

2. a log of telephone calls (see Appendix F) between the writer and other community college educators was maintained to document the amount of communication. Copies of letters and minutes from meetings were also kept on file to be included in practicum report (see Appendix G).

3. copies of 1979 and 1985 program evaluations of RACC (see Appendix D). A program evaluation was used to measure the current status of the early childhood education program and to measure the goals attained as well as areas where improvement is needed. Employers and teaching staff participated. Two open-ended questions permitted measuring individual program differences.

4. copies of advertising and publicity efforts to communicate early childhood program goals to the community (see Appendix H & I).

5. a list of course transfer arrangements with local four-year institutions prior to and following the practicum were compared (see Appendix J).

6. pre and postsurveys (see Appendix B) of program characteristics assessed the need for guidelines, need

for improvement in transfer agreements, feeling of isolation among teacher educators, program awareness among community preschools, and specific program qualities. The third question of the survey determined the number of credits transferred to four-year institutions. Pre and postquestionnaires included a five-point scale indicating the need for a network and the goals for the organization.

7. a copy of the guidelines proposed by NAEYC for teacher education programs at two-year institutions was compared to a copy of guidelines designated by the educators in Pennsylvania (see Appendix E).

All RACC course syllabi were reviewed by members of the advisory committee at Reading Area Community College and network members to determine relevancy of course content. A checklist was used to evaluate completeness of information given.

Standards of Performance

The results of the questionnaire concerning the need for a network were graphically displayed.

Two frequency charts were used to compare the amount of attempts to communicate in the following areas: campus center operation, teaching skills, program development, salaries, and graduate placement. Other areas of concern were defined by the group and included as discussion topics.

Program evaluations were analyzed. Results of a formal evaluation at RACC were reported in the areas of goal attainment, graduate placement, employer satisfaction, course syllabi, texts and materials, and student satisfaction. Results were displayed in the descending order of importance in both strengths of programs as well as in areas needing attention.

Transfer information in the form of course-by-course equivalencies was listed and coded numerically to assure institutional anonymity when displayed on a chart. The criteria met by course syllabi were compared on a checklist. Positive statements as well as criticisms were listed separately to be considered for future network goal determination.

Mechanism for Reporting Unexpected Events

A log was kept during the implementation period of the practicum so that unexpected events could be recorded. Any group needs not anticipated by the writer were included. In the event that an objective was not completely met by the group, the writer shared information with other educators from her attempts to meet the objective at RACC. Any additional information relevant to network members was forwarded to network members in letters, or telephone calls.

A summary of behavioral expectations, evaluation tools, and standards of performance are presented in Table 1.

TABLE 1

Performance Objectives and Assessments

	GENERAL GOALS	ASSESSMENT TECHNIQUES	STANDARD OF PERFORMANCE
1.	Instructors in two-year colleges in PA will organize an affiliate of ACCESS.	Pre and post-questionaires will be mailed to members of network.	8 out of 20 instructors in 2-year institutions will respond positively to questions involving forming a network.
2.	College instructors will increase the number of attempts to communicate about programs.	Frequency chart listing communication attempts will be designed.	Communication attempt will increase by 100%.
3.	Coordinator of the RACC Early Childhood Program and other educators will conduct a program evaluation to determine goals.	Program evaluation report will include items relating to designated objectives.	Report will indicate positive approval of evaluation and acceptance of goals by 90% of those surveyed.
4.	Advertising and marketing of the program include the value of two-year programs.	Comparison will be made between old and new written material.	Advertisement and recruitment efforts will include a thorough explanation of the program.
5.	The number of courses which transfer to a four-year college from RACC will increase.	List of course transfer arrangements will be assembled.	The number transferred will be increased at least to 45 credits.
6.	Services of the RACC Early Childhood Programs to community preschools will increase.	Pre and post-survey of area preschools will be conducted.	Of the preschool directors 80% will responded favorably to questions on survey.
7.	Guidelines for two-year programs will reflect a balance of theory and practical experience.	Evaluation of course syllabi.	Of the advisory committee, staff, and vice president of academic affairs, 90% will assign a score of at least 8 out of 10 to syllabi evaluated

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Previously utilized solutions to increase communication among early childhood educators included:

1. attendance at local, state, and national conferences.
2. reading journal articles about teacher education.
3. direction from teacher certification agencies such as Department of Public Welfare or the Department of Education.
4. contact with representatives from four-year institutions.
5. suggestions from local preschool directors serving on college advisory boards.
6. telephone conferencing among institutional representatives.
7. suggestions and direction from college deans.

Others facing similar situations might consider attending more conferences. Elkind (1981) stressed the importance of educators interacting at conferences in order to salvage the best in early childhood education. It was found that this is expensive since national conventions rotate among different geographic areas. Conferees do not always have time to interact to solve individual problems. Conferences for teacher educators, held on an annual basis, do not always address the needs of individual educators at the time needed. Conferences at the local and state level are primarily directed toward solving the problems of those directly involved with teaching children.

Some teacher educators read journals to update their programs as well as to identify with other teacher educators. A limitation of reading articles was caused by the lack of human contact as well as the inability to locate topics of interest. Feedback and support for problem solving was also lacking.

As community college teachers attempted to solve the problem of isolation and lack of communication, they found the current literature to be very limited. Most articles were directed to educators at a four-year institution. Community college teacher educators found little information that recognized that graduates of two-year teacher training programs need basic entry level teaching skills and other specific coursework. Little information existed in literature to solve problems such as lack of admission requirements or other problems specifically related to the two-year institution.

Teacher educators also turned to state certification organizations in order to provide direction for their programs. Many certification requirements in states reflected political rather than educational viewpoints. Certification could be improved with assistance of teacher educators who directly influence student learning (Renkiewicz, 1982). It has been found that teacher preparation programs are not well organized (Watts, 1982). Diversity also exists among the requirements of individual states. Within the state of Pennsylvania, the two preschool licensing bodies, the Department of Public Welfare and the Department of Academic Schools, do not have the same requirements for teacher certification.

Another attempt to solve the problem was through frequent contacts with educators at local four-year institutions. This solution rarely helped the community college educator because of the difference in mission between the two institutions. The educator at the community college must design a program that not only is compatible for transfer to the four-year institution but also serves as a terminal degree. Four-year institutions are sometimes territorial in the areas of curriculum, observation, and practicum courses. A gap in teacher preparation was the result of conforming to upper-level programs and eliminating certain courses. For the student who becomes a teacher without completing four years of college, more guidelines are needed. Stressing too many methods or participation courses, resulted in a possible loss of credits for the potential transfer student. Permitting the four-year institution to dictate content for community college teacher education programs was not feasible because of the difference in mission.

Most community colleges appeared to use the suggestions of an advisory board as justification for program design and improvement. This approach was mandated to some degree in some states for institutions which receive state funding. The limitation of the advice of an advisory committee is determined by the composition of that committee. It is a role of the college to provide inservice training for local schools. The possibility of the acquisition that schools shape teacher behavior more than do teacher education programs can become a reality (Davis, 1984). Some of the directors and teachers in local schools did not possess the ability to evaluate or dictate the content of teacher education programs. The teacher candidate's program cannot be shaped totally by a system that is already lacking.

Telephone conferencing saved time and resources for many educators but was not appropriate for every situation (Ratcliff, 1983-84). Attempts to communicate through the use of the telephone were successful for some teacher educators. This approach could be used to solve the communication problem in Pennsylvania because its success was dependent upon matching two individuals with either mutual concerns or compatible situations. Time was often wasted when instructors were unable to communicate effectively with each other because of conflicting schedules, frequent interruptions, and lack of available information to solve problems.

Some teacher-educators solved the problem by turning to the deans who supervised them. The deans were often busy with budgetary tasks and administrative work. They were removed from daily contact with students and sometimes lacked teaching experience. Denemark (1982) noted the need for deans to assist with the task of designing and implementing quality teacher training programs within the restrictions of the budget. The intervention of deans was one of the most frequently used methods of determining program content in community college teacher education programs. Although the assistance of deans was helpful, it cannot alone fill the void for those responsible for program development implementation and evaluation.

Although the approaches were helpful, none of the above solutions was considered completely effective or appropriate to solve the problem. While the approaches currently used led to increased general knowledge, they did not provide the complete organization needed to improve the educational setting at RACC or the State of Pennsylvania.

Description of and Justification for Solution Selected

The solution selected was the organization of a state affiliate of ACCESS. The affiliate was begun as a network for teacher educators at 10 community colleges in Pennsylvania. The network for teacher educators was designed to enable teacher educators to evaluate their programs, determine state guidelines, and inform the public about the role of the community college in early childhood education.

Networking has been successful on the national level. NAEYC has provided the opportunity for teacher educators to communicate at national conventions through meetings of ACCESS. Educators shared concerns, successes, and questions as they solved problems with increased perspective. Adams (1983) suggested that both formal and informal communication is needed among teacher education instructors. Institutions with common goals can provide assistance in program development and organization.

Further justification for the solution chosen was given by Quick, Flashman, & Gibeau (1984), who stated the need to connect those who have resources with those who have specific needs. Through networking, people with diverse situations could define common elements and determine potential solutions to problems.

Networking, as a means to help prospective teachers see themselves as professionals, has been considered essential (Quick, Flashman, & Gibeau 1984). To accomplish the task, teacher education faculty must be both innovative and inventive in its attempt to communicate.

It has been recognized that people from various institutions must be organized as a group to reform teacher education. To escape a return to the past problems of education, schools cannot remain isolated.

In the state of California an effective organization of community colleges functions as a network as well as a resource to disseminate professional information. Conferences for community college educators are held annually. In 1983, California had the first statewide effort on the postsecondary level to establish guidelines for optimum program standards (Hawley, 1984). Because of the network, the common elements were extracted from the surplus of diverse knowledge and practices.

Networking efforts must be directed to the needs of the busy professional who has limited time to read or write. Problems such as conflicting personal schedules, travel expenses, slowness of communication by mail, and limitations of telephone conferencing can be overcome if networking is designed to exchange information, generate innovations, work on common projects, and disseminate information (Grayson, 1984). In further support of networking, it has been stated that "together, as one profession, much can be done. Alone, as individual programs, little will be accomplished" (Watts, 1982). Teachers and other leaders in the teacher education programs can further the growth of the profession through unified efforts. Teacher education is only part of a larger problem of education which involves the need for a unified voice concerning issues impacting upon the profession (Watts, 1984). An established, well informed network had additional significance.

Steps followed to complete the solution strategy included:

1. Telephoning representatives from early childhood programs in Pennsylvania.

2. Sending letters to 14 colleges as a needs assessment.
3. Soliciting support from academic deans.
4. Sending questionnaires to determine interest in guidelines.
5. Arranging or a meeting to discuss:
    a. organization of an affiliate of ACCESS
    b. two-year guidelines
    c. common interests of educators
    d. plan or future meetings
6. Surveying other community colleges to determine other solutions to designated problems.
7. Mailing suggested guidelines to Pennsylvania colleges to be ranked in order of importance.
8. Conducting program evaluation at RACC and discussing the evaluation with representatives of other two-year institutions.
9. Writing by-laws, pamphlet, and constitution for an affiliate of ACCESS.
10. Writing a newsletter to be mailed to private and public preschools, vo-techs and four-year institutions to inform them about the program guidelines for teacher education.

The solution selected, the organization of a network among community college educators, consisted of four meetings scheduled to be held at Harrisburg Area Community College which is located in central Pennsylvania. At the first meeting, it was decided to rotate additional meetings among member colleges. The group preferred to meet at various campuses.

Guidelines drafted by NAEYC for two-year institutions were thoroughly discussed by the group. Because the group assisted with the ongoing draft revisions of the NAEYC guidelines, they chose to adopt the NAEYC guidelines in Pennsylvania. Suggestions for additions or deletions to the drafted guidelines were mailed to NAEYC in a position paper written by the writer.

Course syllabi, texts, and other materials were available for group members' inspection and discussion. Programs were compared in order to find common elements among the diversity of courses and sequencing.

Each instructor was asked to discuss the program evaluation used at her institution to determine areas where improvements were needed. Program strengths were shared as topics at group meetings as well as goals for improvement.

Calendar Plan

The writer assumed a leadership role in establishing and maintaining the network during the first year of implementation and agreed to continue for a second year.

March - (a) Telephoned representatives from early childhood programs in Pennsylvania.

(b) Sent letters to 14 community colleges in Pennsylvania.

April - (a) Solicited support from academic deans. Sent questionnaires to determine interest in guidelines.

(b) Arranged meeting of Pennsylvania comunity college early childhood teacher educators.

May - (a) Chaired meeting with Pennsylvania community college early childhood teacher educators.

(b) Organized network.

(c) Discussed two-year guidelines draft from NAEYC.

(d) Planned additional meetings. Discussed common interests and problems.

June - Met with representatives of four-year institutions to discuss transfer arrangements. Surveyed other community college early childhood educators on the national level to determine other solutions to designated problems.

July - Recruited members for network. Mailed suggested guidelines to Pennsylvania college educators to rank in order of importance.

August - Chaired meeting with Pennsylvania early childhood educators. Discussed program evaluations. Finalized Pennsylvania state guidelines.

September - Sent survey to determine courses for discussion at next meeting. Conducted program evaluations at RACC.

October - Chaired meeting with Pennsylvania early childhood educators. Shared syllabi, texts, and other materials for courses of common interest.

November - (a) Met with members of ACCESS in New Orleans, Louisiana, and presented Pennsylvania guidelines and networking experiences.

Using national by-laws, constitution, and pamphlet, adapted each publication for state affiliate of ACCESS.

(b) Wrote newsletter to publicize effort to public and private preschools, four-year institutions, and vo-tech schools.

(c) Discussed transfer agreements with representatives of four-year institutions.

December - Chaired meeting with Pennsylvania ACCESS to adopt by-laws and constitution and to elect officers. Wrote practicum report and mailed to reviewer.

REPORT OF ACTION TAKEN

Prior to scheduling an organizational meeting for a network among community college educators in Pennsylavania, a trip to Chicago was taken to meet with Dr. Barbara Kimes-Myers, another member of ACCESS, who recently completed a national survey of teacher training programs in two-year institutions. The purposes of the meeting were: (1) to assess need for networking; (2) to define topics of common interest among teacher educators; (3) to discuss some of the strategies of ACCESS that could be applied to a state network; and (4) to combine her mailing list and the ACCESS mailing list in order to add national perspective to solving a local problem.

Several colleges in western Pennsylvania were visited during the trip to further assess need and to obtain support for the network. Appointments were arranged as a result of a letter mailed to 14 individual colleges to discover the amount of interest in the project. Verbal support for the organization of a state affiliate of ACCESS was obtained from

Allegheny County Community College and Westmoreland Community College. Visits were also made to Beaver County Community College and Butler Community College, both of which had no program in early childhood education but did have on-campus child care facilities. Visits were previously made to Bucks, Delaware, Lehigh, Luzerne, Northampton, Montgomery, and Philadelphia Community Colleges.

Letters were mailed to 14 community colleges in Pennsylvania. Only 10 of the 14 colleges had early childhood programs. Nine responded to the invitation to organize a state network (see Appendix K). One college had established the first program in the state and had served as a model for teacher certification in the Department of Private Academic Schools in Pennsylvania. There was little perceived immediate need for networking for instructors at this particular college. However, the program coordinator was very supportive and mailed materials and surveys and made suggestions prior to each meeting. Further contact with this institution was made at the completion of the project at the NAEYC conference in New Orleans. The coordinator had expressed an interest to meet with the group in January 1986 and to be active in support of advocacy as an organization.

The vice president of academic affairs at RACC volunteered to solicit support for the network at a state meeting of academic deans (see Appendix L). This step was crucial to permit released time and travel assistance needed for participation at meetings.

It was decided to form a network from the group response to the survey (see Appendix A). Topics for discussion as well as areas for sharing information were defined. A second survey was included in the same mailing to briefly discuss the NAEYC proposed guidelines and to determine need for guidelines within the state of Pennsylavania (see Appendix D).

Five meetings were held during implementation of the practicum. The first meeting was held at Harrisburg Area Community College because of its central location. Originally it was planned to have all scheduled meetings at Harrisburg, but the group members expressed a desire to see other campuses. An agenda and informal minutes were prepared for each meeting. College educators were informed of the contents of the meeting by mail if they were unable to attend meetings (see Appendix M).At the meeting at Harrisburg Area Community College the writer discussed the background for organization of the network, some of the goals for the group, and the individual goals of group members. NAEYC proposed guidelines were thoroughly discussed. The writer coordinated the meeting and presented a position paper she wrote at the request of NAEYC. The ideas obtained in this discussion were mailed to NAEYC. Group consensus was present concerning the appropriate timing for organization of the state affiliate of ACCESS. Members cited these reasons for acting immediately: (1) The state is responding to a public concern for quality care and professionalism; (2) Community colleges are at risk because of declining enrollments and a struggle to remove boundaries among the community colleges, residential schools, and four-year colleges; and (3) NAEYC has published guidelines and organized the NAEYC Center Accreditation Project to upgrade standards. The group also expressed a need to have clarification on state issues as well as a vehicle to advocate for the needs of the community college educator.

A potential problem emerged at the first session when one member, a chairperson of an education department, expressed little enthusiasm for the organizational tasks involved in forming a network. This person accompanied his coordinator to each session and remained a problem throughout the project because of his reluctance to conform to issues that interested other group members. He had a tendency to attempt to participate in a controlling manner by minimizing the tasks defined and appeared to lack perspective beyond his campus and program needs. The coordinator at his campus was the least experienced coordinator in the group and, when the chairperson was not present, participated in an interested, mutually beneficial manner. It was interesting that the department chairperson was the most vocal, although sometimes rude, at the fifth meeting when an issue of teacher certification emerged. Group support was needed to avoid a threat to the program at his institution. He repeated several times that obtaining support to change proposed plans for testing teacher candidates was his only reason for attending the group's meeting.

A concern expressed at the first meeting and emerging throughout the entire project was the fieldwork component of early childhood training. The diversity of programs was most apparent in discussion of student teaching requirements and course organization. Deviation from the agenda most often occurred in this area. A conclusion was reached concerning the need for college selection of sites for placement of student teachers.

Prior to each subsequent meeting, informal minutes were written in the form of a letter to each participant. An agenda was compiled based upon evaluation of the preceding meeting. Following each meeting, several telephone calls were made to evaluate the session. Minutes and an agenda for the next meeting were mailed to all colleges (see Appendix G).

Organizational problems emerged in planning the next session. Some telephone numbers had not been obtained; and, as a result, cancellation became a problem when the scheduled presentor for the second session was unable to attend. Secondly, it was found that the meetings could not be rescheduled to permit attendance of all key individuals due to varied teaching schedules, term breaks, and other commitments.

At the rescheduled meeting at Northampton Community College, an NAEYC draft was distributed and discussed to provide further opportunity to react to the proposed guidelines prior to NAEYC governing board approval (see Appendix N). The suggestions of the newly formed group, Pennsylvania ACCESS, (PA. ACCESS), were mailed to NAEYC by the coordinator. A second important area of discussion included the proposed changes in the Pennsylvania Department of Public Welfare regulations which govern child care center licensure and operation. At a time when quality is of essence, the regulations appeared to be less restrictive. Pertinent to community college teacher education programs was the change in staff qualifications and responsibilities (see Appendix O). A subcommittee was formed to investigate this issue, which became the second most important accomplishment of the network.

It became apparent that some teacher educators had little knowledge of state requirements for placement of their graduates. This lack of perspective was also noticed at a state meeting of Pennsylvania Child Care Administrators (PACCA) where the writer presented the position of PA. ACCESS. At the meeting the writer was advised by a state representative to immediately forward the recommendations of PA. ACCESS to a state representative of the Department of Public Welfare. Other topics at the second meeting included center operation and financial constraints, syllabi and textbook sharing, course transfers, and family day care.

The following meeting was held at Luzerne Community College. Planning the content of an infant/toddler course, new to most community colleges, was the chosen topic. A part-time instructor who also supervises infant/toddler centers in Luzerne county presented current theory, practice, and the organization of the course taught at Luzerne Community College. Again syllabi and textbooks were shared by group members.

Because of summer vacations, the fourth meeting of ACCESS was scheduled for September at Montgomery County Community College. A hurricane, unusually severe for the area, caused postponement of this meeting until October. At this meeting the group prepared a unified response to the proposed Department of Public Welfare (DPW) regulations. This was mailed with a cover letter to the field representative, the licensing specialist, and the Governor of Pennsylvania. Included was a request to attend hearings and to be included in writing regulations involving center staffing and educational issues. The agenda at this meeting was loosely structured. As a result, many issues emerged for continuation of discussions. The practical component of the teacher preparation program dominated. Also discussed were articulation between the classroom and the on-campus center or off-campus demonstration site, program evaluation, and marketing the program to the community.

Following the fourth meeting, the writer attended a meeting of ACCESS at the NAEYC conference in New Orleans, Louisiana. During a presentation, she outlined procedures to establish a state network using this practicum as a model.

Because of the interest in the guidelines and the time required to discuss the proposed DPW regulations, a fifth meeting was scheduled for November, rather than December, at RACC. At this meeting, the writer reported about the NAEYC conference and the distribution and suggestions for use of the published guidelines. She distributed copies of

Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (Bredekamp, 1985) and a sheet containing the background information distributed by Bob Dematteis, NAEYC representative to ACCESS (see Appendix E). The group agreed to formally accept the national guidelines as the guidelines for early childhood education teacher instruction in the community colleges of Pennsylvania (see Appendix P). Because of previous group contributions through the writer's position paper which was used to write the guidelines, the members of PA. ACCESS felt that the publication was comprehensive and applicable for use in the state. It was also decided to use the national guidelines as a basis for future advocacy efforts on the state level.

A second use of the guidelines was planned to investigate and request changes in the proposed procedure for certification of elementary school teachers in the state of Pennsylvania. Although not every college involved in PA. ACCESS has elementary education transfer programs, all colleges will be affected if a graduate plans to transfer to a dual certification program at a four-year institution (see Appendix Q). A subcommittee was formed to further investigate the proposed certification procedure scheduled for July 1987. The network members present agreed to support a group effort to the Department of Education similar to the response to the changes planned by the Department of Public Welfare.

It was also agreed that a newsletter would be written to inform the public and clarify issues explored by PA. ACCESS during its first year of organization (see Appendix R). As a technique for combining marketing and advocacy, copies of the newsletter and an informative pamphlet were mailed to four-year institutions, public and private pre-school directors, Pennsylvania Association of Child Care Administrators (PACCA), vocational technical schools and high schools, and Pennsylvania AEYC, and the state affiliate of NAEYC. Program evaluation was again discussed but dropped as a group effort because of other issues as well as the lack of interest among faculty who viewed this as a dean's responsibility. Marketing the content and quality of the two-year program within the institution, locally and on a statewide basis, was cited as a major goal for future months.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The goals of this practicum as outlined in Chapter III were: (a) to organize a state network and increase communication among early childhood educators in two-year colleges in Pennsylvania; (b) to increase public awareness as educators from two-year institutions defined their mission, evaluated their programs, and articulated program goals; and (c) to formulate a set of two-year guidelines to serve as minimum content for early childhood teacher educator programs in community colleges.

At the conclusion of the practicum implementation period, community college teacher educators accomplished the following: (a) organized a state affiliate of ACCESS; (b) increased frequency of meetings and communication attempts among Pennsylvania community college early childhood teacher educators; (c) conducted informal improvement evaluations of the results of an evaluation conducted at Reading Area Community College; (d) designated appropriate marketing techniques based upon recruitment and retention needs of the participating community colleges; (e) improved transfer agreements with four-year institutions located near individual members' areas; (f) increased services and communication to local private and public preschools; and (g) formulated program guidelines acceptable to Pennsylvania educators which outline the minimum content needed to provide a balance of theory and experience.

The five meetings of community college early childhood educators in Pennsylvania and the correspondence between sessions enabled each participant to obtain information that could benefit her institution as well as help children who were enrolled in child care centers. The participants were able to form a supportive, informative networking organization called Pennsylvania ACCESS as a result of completing a needs assessment to define purposes of the network, obtaining support from academic deans, selecting topics and meeting dates, reading and discussing NAEYC guidelines for teacher educators in two-year institutions, discussing program evaluations, reading results of national surveys, reading and revising ACCESS bylaws and the ACCESS constitution, accepting NAEYC guidelines for use in Pennsylvania, and writing a newsletter.

Presentation and Analysis of Results

Seven objectives were met during the implementation period. If the objectives were not achieved by the group, the writer completed the expected behavior at Reading Area Community College.

Objective 1

Organize a state affiliate of ACCESS.

Results of the initial interview were positive concerning a need for a network of teacher educators. Respondents to a follow-up letter after a meeting with most participants agreed that they would meet to discuss two-year guidelines for teacher training. Only one college of the 10 surveyed failed to respond.

The group was able to successfully meet the behavioral expectations of the first objective. Questionnaires distributed prior to formation of the network indicated that teacher educators from nine colleges having early childhood programs had an interest in networking. At the end of the implementation period, members from the nine community colleges again responded positively to the networking experience and agreed to continue meeting on a regular basis.

Results of the initial interview were also positive concerning organization of the network. After meeting with most participants, the writer received response to a follow-up letter which indicated that each educator was interested in meeting to discuss two-year guidelines. They indicated an interest in meeting with other Pennsylvania community college educators and in forming a state network. Only one college of the 10 surveyed failed to respond.

The results of the needs assessment distributed to 14 teacher educators provided 100% endorsement for the network All teachers surveyed listed workshops and conferences as the resource used for program planning. For their own professional growth, members cited professional meetings, graduate coursework, and visitations. Although most respondents had been in contact with other early childhood professionals, contacts had not existed with other community college educators. Only two educators mentioned communication with faculty from four-year institutions.

Twenty-two educators from nine community colleges in Pennsylvania agreed to accept a constitution and to organize a state affiliate of ACCESS. Dues were paid to the national organization, the constitution and bylaws were revised and adopted, and regular meetings were scheduled (see Table 2).

The general purpose of the organization is to: clarify and advocate for the community college role in the sequential para-professional preparation of educators of young children and their teachers; facilitate the articulation process from high school through to graduate schools; disseminate program information as well as issues

TABLE 2

NETWORKING AMONG COMMUNITY COLLEGE EDUCATORS

	ACCESS Affiliation Prior to Project	ACCESS Affiliation Following Project
Allegheny	---	X
Bucks	---	X
Delaware	---	No Response
Harrisburg	---	X
Luzerne	X	X
Montgomery	---	X
Northampton	X	X
Philadelphia	---	X
Reading	X	X
Westmoreland	---	X

and concerns of community college early childhood educators within Pennsylvania; and communicate with the national organization, ACCESS.

Members increased their perspective to include common issues on the state and national levels. Prior to organization of the network only three members had any affiliation with ACCESS. Isolation was felt by most educators. There was strong agreement about concerns and program characteristics (see Table 3).

Objective 2

Increase the frequency of meetings and communication attempts among Pennsylvania community college early childhood educators.

Through a series of five meetings over the period of one year and regular communication by phone and mail before and after each meeting, frequency of communication and the number of topics discussed increased by more than 50%, as anticipated by the writer (see Table 4).

It was determined that there was little communication among community college teacher educators in Pennsylvania. Many educators never met or even spoke directly before implementation of the practicum. A log of telephone calls to the writer served as documentation that more frequent communication was achieved (see Appendix F).

TABLE 3

NEEDS ASSESSMENT

Program Characteristics

N = 12

1 = Strongly Disagree 2 = Disagree
3 = Have No Opinion 4 = Agree 5 = Strongly Agree

Question	1	2	3	4	5
Need for Guidelines	-	-	2	4	6
Need for Program Evaluation	-	-	-	6	6
Need for Improved Transfer	-	-	2	5	5
Feelings of Isolation	-	2	1	3	6
Need for Network	-	-	1	4	7
Need for Screening	-	2	3	2	5
Need for Higher Retention Standards	-	-	3	4	5
Need to Inform Public	-	1	-	6	5

TABLE 4

FREQUENCY DISTRIBUTION OF COMMUNICATION ATTEMPTS BEFORE AND AFTER ORGANIZATION OF PA ACCESS

Information Discussed Prior to Network	f	Information Discussed Following Network	f
Salary Information	3	Salary Information	2
Program Evaluation	1	Program Evaluation	3
Infant/Toddler Program	3	Infant/Toddler Program	6
Campus Center Information	2	Campus Center Information	8
Professional Conferences	3	Professional Conferences	0
Program Information	2	Program Information	2
		ACCESS Organization	2
		Practicum	7
		Job Descriptions	3
		Textbook Selection	3
		Family Day Care	2
		Course Sequencing	2
		Clarification of State Issues	6
		Articulation with High Schools	2
		Student Placement	2

Objective 3

Conduct improvement evaluations of the content of early childhood programs in two-year institutions.

The third objective was not fully met because the group members had little involvement in program evaluation at their own institutions. Some verbally reported that division chairpersons performed this function. One member reported that no previous evaluations were conducted at her college.

A program evaluation survey was distributed. It was determined that eight of the nine colleges had conducted either a program evaluation or program audit during the past five years. In each institution the evaluation covered: measurement of objectives and goal attainments, graduate placement, employer satisfaction, course content and syllabi, texts and materials, student satisfaction, retention, and projected goals for the next five years (see Table 5). Strengths at most institutions were in the areas of course content and student satisfaction. Goals most frequently selected for improvement involved the areas of recruitment and retention as well as course materials. All representatives of institutions surveyed agreed that the NAEYC guidelines would be of assistance to them in future evaluations and in program development.

TABLE 5

Program Evaluation
Survey Results

Program Evaluation Strengths
Ranked According to Importance
1 (low) to 5 (high)

AREA	RANK ASSIGNED BY COLLEGES							
	1	2	3	4	5	6	7	8
1. Measurement of objectives and goal attainment	5	4	3	4	2	4	3	5
2. Graduate Placement	3	4	5	4	3	4	3	3
3. Employee Satisfaction	3	4	5	4	3	4	3	3
4. Course Content	5	5	5	4	5	4	5	5
5. Texts and Materials	3	2	3	4	3	1	4	4
6. Student Satisfaction	4	5	4	4	4	3	5	4
7. Retention	4	4	3	4	3	3	5	3
8. Projected Goals	4	5	2	3	3	4	2	4

As stated in Chapter III, the writer partially fulfilled this objective by conducting an improvement evaluation at Reading Area community College and compared this evaluation to one conducted in 1979. It was found that the early childhood program improved in the following areas: articulation with on-campus child care facility, content of course syllabi, course sequencing, retention, and student placement.

Other results showed a positive reaction of students in terms of their own objectives, complete success in meeting all program goals and objectives since 1979, favorable comments concerning relevancy of program content to job skills needed in the field, and complete approval of course syllabi (see Appendix D).

All syllabi, course outlines and task lists were evaluated and rated positively by faculty in the Behavioral Science Division and by fieldwork supervisors (see Appendix D). Syllabi were examined to determine whether they included: a title page listing the catalog number, title of course, college name, and date of approval by the division; a course description including prerequisites, credits, and laboratory hours; rationale for the course including student population, relationship to other courses taken, and career needs; expected student outcomes; major topics and units; and overall clarity. Placement in the program and determination of prerequisites were evaluated. Improvement was seen in all areas since 1979.

Retention rates were obtained from the coordinator of institutional research. It was found that the retention rate in 1979 was 37% and increased to 52% in 1984. It was also noted that compared to other college programs, the rate of retention in the Early Childhood Program was high.

Student placement increased to 100% following the 1979 evaluation. Two of the 1984 graduates transferred to a four-year institution. Most students were employed prior to graduation.

As a result of the evaluation at RACC, goals for the next five years were determined. The 1985-1990 goals include:

(1) Increasing the rate of retention in the Early Childhood Program.

(2) Exploring the possibility of combining pre-ed and management options.

(3) Suggesting possibilities to combine activities with continuing education programs.

(4) Attempting to have the institution recognize the value of an on-campus child care center for retention and recruitment.

(5) Meeting with appropriate individuals to try again to market the RACC program to the community.

(6) Working with the Department of Public Welfare to waive experience requirements in teacher certification for students who complete experience prior to graduation as a part of competency-based training.

(7) Improving articulation with area high schools and vo-tech schools.

(8) Continuing efforts to aid transferability of the program to four-year institutions.

(9) Coordinating a statewide consortium for community college early childhood teachers.

Objective 4

Designate appropriate marketing techniques based upon recruitment and retention needs of the participating community colleges.

One of the most difficult problems facing all community colleges is the recent decline in the population of recent high schools. The decline in enrollments experienced by public schools during the 70's is now being felt by teacher training programs. Facts such as a drop in public school enrollment by 700,000 in 1974; a decrease of 127,000 prospective teachers in 1978; and a projected continuation of this decrease in enrollment substantiate the concern of PA. ACCESS members for increased marketing of their programs (Kossack and Greenberg, 1983).

All group members responded to the need for recruitment by increasing efforts involving directly visiting target groups in their local high schools and increasing efforts to articulate with local high school child development programs and vocational programs. The need was also addressed by sharing ideas used for recruitment. Ideas were discussed to improve the effectiveness of guidance counselor visits, conferences, sponsorship of Explorer Scout troops, and career awareness programs, for parents of high school students.

Another result of the networking experience was the increased articulation with high schools which sponsored child development programs. Increasingly, colleges and universities are working to achieve quality through producing excellence in the secondary schools (Friedlander, 1982). It was suggested that articulation with secondary schools improved when representatives were willing to meet with the college coordinator. Competencies in common in both programs were identified.

It was also a group consensus that transfer agreements with four-year institutions must reflect an opportunity to save money by completing the first two years of a program at a local community college.

Finally, the group agreed that marketing efforts must be directed toward public awareness of the shortage of employees available for placement in child care facilities and preschools. Suggestions to destroy the myth of oversaturation of teachers in every area included newspaper publicity, career conferences, and job fairs. The job fairs were suggested as a means of having college students meet prospective employers who could recruit new employees in a setting open to the public.

Advisement and recruitment efforts were addressed at Reading Area Community College and shared with group members. A thorough explanation of the program was presented to currently enrolled and prospective students through career days, written material, and a job fair.

The writer used her recently conducted program evaluation at RACC as a basis to disseminate program information and course offerings in a letter to preschool directors. Also distributed to students, faculty, administrators, advisory committee members, and high school guidance counselors was a program handbook (see Appendix I).

Objective 5

Improve transfer agreements with four-year institutions located near individual members' areas.

This objective was not fully met by the group. Although initially all educators indicated that transfer agreements were a priority issue, the group members did not choose to address this at meetings except on a superficial level. Only one college representative expressed a serious concern when new Pennsylvania teacher certification regulations were reviewed at the fifth session. At three institutions, only 5% transferred to four-year institutions. At three institutions only 10% transferred, and only three of the respondents reported transfers over 50% (see Appendix Q).

A national perspective confirmed that transfer was not a primary concern of community college educators since 25% of the institutions surveyed had 5% or less of the students transferring to a four-year institution. Only 6% of the colleges had 50% of their students transferring (Kimes-Myers, 1985).

Common problems were cited such as differing individual transfer agreements based upon the different evaluators at a given four-year institution and their tendency to designate many community college courses as education electives. Not one person at the meeting saw an immediate solution to this problem other than to work on a course-by-course transfer agreement with each institution. A similar problem existed in meeting this objective as with the objective involving program evaluation. The writer was responsible for program evaluation and assisted with transfer agreements. Other teacher educators in PA. ACCESS had little responsibility in this area.

Resulting from group members' priority of other issues over interest in discussing program transfer, the writer completed the objective at her own institution. As a result of the practicum implementation, the writer was included in meetings with the transfer counselor at RACC and representatives from local four-year institutions. Because the writer was present to compare syllabi, course-by-course, transfer was facilitated. At least 45 credits were accepted at each of the four local institutions. One college representative agreed to accept the entire 63 credits. This work resulted in producing the first complete early childhood program transfer at RACC. For each institution, computer printouts were given to advisors to predict acceptable course equivalencies (see Appendix K).

Objective 6

Increase services and communication to private and public preschools.

The behavioral expectation to increase services to other preschools was not fully met by the group or the writer but has been accepted as a future goal for PA. ACCESS. Informal discussions, workshop presentations, and plans for a newsletter were the only result of the fulfillment of the objective by the group.

Service to the community and to local private and public preschools was the highest level of achievement reached by each institution prior to networking and throughout implementation. Selection of the sixth objective was realistic because the group still saw this outreach as a part of their mission and an area for improvement at the end of the first year of networking.

A newsletter was written to increase communication between the colleges and the local private and public preschools (see Appendix R). The newsletter also resulted in an attempt to serve and communicate with Pennsylvania Association of Child Care Administrators (PACCA), Pennsylvania AEYC, and local AEYC affiliates.

Pennsylvania ACCESS members discussed but did not, as a group, address the areas in which services could be provided for local preschools. College representatives responded to the request of some preschool directors in the areas of working with special needs children, planning infant/toddler programs, and in supervision of employees. West and Wright (1980) found courses in infant-toddler education, working with special needs chidren, and center administration to be lacking.

The primary service desired by preschool directors in the area of RACC was the training of personnel. In a survey of training skills for beginning employment in local preschools, school administrators responded favorably (see Appendix D). The writer and the staff of the RACC Early Learning Center provided inservice staff training for Head Start and seven local preschools. A resource room was set up at Reading Area Community College to serve the staffs of public and private preschools in the area.

Objective 7

Formulate program guidelines acceptable to Pennsylvania educators which outline the minimum content needed to provide a balance of theory and experience.

This objective became the most time consuming for the group of teacher educators. It was also the objective which required the most strength as a networking experience. Meeting the objective required group consensus after in-depth study and discussion of curriculum.

Before July 1985 no state guidelines existed to guide teacher educators in two-year program development in the state of Pennsylvania or on a national level. The interest in such guidelines in Pennsylvania paralleled the interest on a national level and naturally tied into NAEYC's development of Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions.

The project resulted in direct participation in assisting NAEYC with the publication of guidelines for two-year institutions. As a result of the involvement, the group decided to accept the guidelines for use in the state of Pennsylvania (see Appendix N).

Conclusions

Organization of the network is one of the most important accomplishments of the practicum. As a result of the network, public awareness is increased and a set of guidelines for program development is accepted.

Although each practicum objective was met either by the group or by the writer, additional pertinent topics were addressed. Other areas of accomplishment include: increased frequency of meetings and communication attempts, additional marketing techniques based upon recruitment and retention needs, improved transfer agreements with four-year institutions and Reading Area Community College, and increased services to private and public preschools.

In summarizing the results of the practicum, it is clear that a network was needed to facilitate communication among community college teacher educators in Pennsylvania. PA. ACCESS members responded favorably when asked to form a network and maintained their enthusiasm throughout the first year of implementation.

NAEYC guidelines were also needed because of the great diversity among teacher education programs in community colleges. Pennsylvania educators were positive in their response to development and implementation of the guidelines. As a result of reviewing, defining, and accepting NAEYC guidelines for preparation of teachers, the group reviewed proposed state regulations for child care centers. Members worked together to speak with a unified voice for professionalism in early childhood education.

The writer, asked to contribute to the writing of NAEYC guidelines through submitting a position paper, decided to involve the teacher educators within her own state. Through the organization of PA. ACCESS, it was possible to determine an interest in guidelines as well as to determine content for program development.

As another result, the members of the group planned to assist NAEYC by providing a model for application of the guidelines and distribution of their content. Methods to accomplish this task were discussed at the most recent meeting of PA. ACCESS. Surveys designed by two PA. ACCESS members were completed as an attempt to begin using the guidelines (see Appendix S).

It is difficult to conduct program evaluations on an individual institutional basis because of varied job descriptions, time constraints, financial consideration, and faculty motivation. It is also difficult to improve program transfer at various colleges during the first year of the practicum. It can be concluded that some interest in these areas has been generated through the practicum and that individual institutions will improve these areas when they are not faced with solution of more important problems such as recruitment and retention of students.

An indication of the success of the practicum experience is the unanimous decision of the members of PA. ACCESS to continue networking on a regular basis. Another aspect relating to success of the practicum is the increased participation of members who were previously reluctant to participate.

RECOMMENDATIONS

The problem of isolation among educators has even broader significance when one realizes that networking is needed not only among teacher educators but among center directors. Although NAEYC is a powerful organization, which is responsive to the needs of individual members, state networks can serve as a method of gaining broader perspective on a regular basis. Individuals, busy with daily responsibilities, must be provided with an accessible, time efficient, and inexpensive vehicle for increasing professional growth and advocacy for issues in early childhood education.

The support of academic deans and other institutional support must be obtained prior to initiating the networking process. Budgetary support is necessary to permit expenditure of funds for postage, telephone calls, and travel expenses. Another financial consideration is provision of relief from responsibilities to permit time for meeting with other professionals.

It is strongly recommended that one assess cooperation, enthusiasm, and motivation to participate in a group which must address the concerns of individual members. Because interpersonal problems exist in any group effort and limitations are caused by physical distance, the individual educator must be dedicated to the network. She must be aware of immediate benefits for her institution and her own professional life.

The coordinator of the group must possess organizational skills and a commitment to the networking process. She must prepare agenda, minutes, and correspondence for each meeting. While strong leadership is necessary, it is imperative to have individual members assume leadership responsibility for individual sessions. It is strongly recommended that when group interest is shown in a new area, the coordinator evaluate relevance and encourage a change in direction to fulfill the new goal. Flexibility of agenda and relevance of discussion topics maintain group interest and participation.

It is also suggested that the coordinator of any network maintain leadership for the second year so that the group members have a role model demonstrating commitment. Consistency in organization and control are important in maintaining the direction of group efforts. Individual members of PA. ACCESS expressed concern that the group continue under the organization of the writer following the completion of the practicum.

Only one institutional representative remained disinterested in the entire networking process. It is recommended by the writer that a dissenter in a group must be acknowledged but not permitted to dominate or discourage other group members from professional endeavors. Time must be allowed for an unwilling participant to find his own purpose for group involvement. Often another group member, other than the group organizer, can be effective in motivating the dissenter.

In summary, the problems addressed in Chapter III were solved successfully. Teacher educators began to communicate and share resources, establish guidelines, and speak with a unified voice for children in Pennsylvania. The process outlined in Chapter IV was followed in detail and can be replicated.

Although a program evaluation was conducted only at RACC, the procedure and results were discussed with others. All members agreed that state guidelines can facilitate a program evaluation or program audit.

DISSEMINATION

Results of the implementation period were presented at a general meeting of ACCESS at the NAEYC Conference in New Orleans, Louisiana, in November 1985. Successful techniques for networking, using this practicum as a model, will also be published in the newsletter distributed by ACCESS in January 1986.

A summary of the project will be sent to the Pennsylvania Commission for Community Colleges newsletter, so that other college programs can see the value of networking. Plans also exist to inform other disciplines through information mailed to the Association of Community and Junior Colleges.

Dissemination of the practicum report and information from a few other existing models could be replicated in other states by applying for grant funding for formation of ACCESS affiliates or through the membership dues of individual state organizations when initiated.

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APPENDIX A

NEEDS ASSESSMENT

A. Please answer the following questions:

1. What resources do you use for program planning?
   a.
   b.
   c.
2. List the names and positions of others who teach in the Early Childhood Program at your college.
   a.
   b.
   c.
3. What other responsibilities besides college teaching are part of your position?
   a.
   b.
   c.
   d.
   e.
4. What are your primary methods for your own professional growth?
   a.
   b.
   c.
5. I am in contact with the following colleagues from other PA colleges on a regular basis:
   a.
   b.
   c.

B. Please answer by circling the appropriate numeral by using a scale of (low) 1 - 5 (high)

1. I feel isolated from other professionals in Pennsylvania community colleges.

   1 2 3 4 5

2. I would like to be part of a state network similar to the American Association of Community College Early Childhood Educators (ACCESS)

   1 2 3 4 5

3. I would like to discuss program guidelines for teacher training in two year institutions.

   1 2 3 4 5

4. I would be willing to attend at least one meeting each year to discuss teacher education.

   1 2 3 4 5

APPENDIX B

Program Characteristics Survey

1	2	3	4	5
strongly disagree	disagree	have no opinion	agree	strongly agree

1. There is a need for guidelines for teacher education program development.

2. Program evaluations should be completed to determine priorities.

3. There is a need to improve transfer agreements with four-year institutions.

4. I feel isolated from other colleagues throughout the state.

5. There is a need for a network to facilitate communication among early childhood instructors.

6. More assistance is needed in screening program applicants.

7. Standards should be raised for retention in programs.

8. The private and public preschools in my area are aware of the college's early childhood program.

Please complete the following information:
College:
Program Title:
Number of Full-Time Students:
Number of Part-Time Students:

APPENDIX C

Personal Interviews

There is diversity among the early childhood programs in Pennsylvania. A network of educators might be established to prepare common guidelines. If this were done, what areas do you consider important for discussion?

Rank your needs (low) 1 - 5 (high).

In which areas do you think there is a need for change?

- admission standards
- program evaluation
- program content
- transfer articulation
- evaluation of current students

In your opinion could a state-wide organization assist you with decisions involving program development?

yes no undecided

Pre and Post Comparison of
Personal Interviews
n=14

Question 1: In which areas do you think there is a need for change? (Rank 1 - 5)

	Pre	Post
1.	Program content	Program content
2.	Program evaluation	Evaluation of current students
3.	Transfer content	Admission standards
4.	Evaluation of current students	Transfer content
5.	Admission standards	Program evaluation

Question 2: Could a state wide organization assist you with decisions involving program development?

14 = yes 0 = no	14 = yes 0 = n

APPENDIX D

Program Evaluation Comparison

1979 Objectives and Report

1985 Objecives and Report

OBJECTIVES FROM 1979 PROGRAM EVALUATION

1.	Develop a plan and methods to operate a child care center.	Completed 1977-78
2.	Develop and distribute brochures describing expanded services.	Completed 6-79
3.	Begin operation of Child Development Early Learning Center to provide students with practical experience.	Completed 9-81
4.	Continue the curricular development for RACC's child development program with the addition and implementation of new courses, competency based courses and a practicum.	Completed 9-81
5.	To increase the number of students in the C.D.P. to serve a total of 55 students during 1979-80.	Completed 9-1980
6.	Improve student advisement to students in C.D.P.	Completed 1983
7.	Provide assistance in job placement and follow up for C.D.P. student.	Completed 1983
8.	Exploration of program in conjunction with continuing education.	Begun 1982 More disucssion needed.
9.	Expand child development center to include 6-24 months.	Completed 1982 Revised 1984 to begin service at 18 months.
10.	Examine the possibility of combining the management and teaching options in Child Development.	To be considered 1985-86

1979 PROGRAM EVALUATION CHILD DEVELOPMENT

OBJECTIVE	ACTIVITIES	EVIDENCE OF PROGRAM MERIT	IMPROVEMENT	COMPLETION TIME
I. Develop a plan and methods to operate a child care center.	1.1 Visitations to other lab schools.	1.1 Documentation through log - brochures and other resources that were accumulated.	1.1 Local affiliate of the National Association of Young Children for local idea sharing.	Completed
	1.2. Needs assessment within RACC.	1.2 Needs assement survey available.	1.2 Created survey for the National Association of Community Colleges.	
	1.3 Wrote a proposal for college.	1.3 Proposal meeting held with grant writer and administration.	1.3 Early childhood educators to improve lab school at RACC.	
	1.4 Developed an equipment and facilities plan.	1.4 Equipment list and room diagram submitted to State Department of Welfare.	1.4 Sharing syllabi, placement information and licensing requirements.	
		1.5 Advisory committee was involved in planning.	1.5 Develop consortium for early childhood educators in community.	
II. Develop and distribute brochures describing expanded services.	2.1 Wrote brochures and distributed brochures and posters to college and community, i.e., doctors offices and public agencies by conductor and students.	2.1 Brochures and posters on file.	2. No improvement needed. 2.1 Update equipment list inventory.	6-79
	2.2 Advertised in newspapers which included a tear-off sheet.	2.2 Copies of registration forms radio announcement, purchase order.	2.2 Develop perpetual inventory. Advisory committee will continue to be involved in reviewing and revising.	6-79
	2.3 Radio advertisement.	2.3 Purchase order for radio advertisement.	2.3 Expand the awareness of program in the county. New posters and brouchures need to be printed for use in recruitment.	8-79

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OBJECTIVE	ACTIVITIES	EVIDENCE OF PROGRAM MERIT	IMPROVEMENT	COMPLETION DATE
			Increase the number using lab school as a means of "freeing up" women to come to class and to provide a larger group. Experience for RACC program students.	
			Reinstatement of a tot lot on a drop-in basis for the hours when center is not normally used.	10-79
			Posters need to be distributed to advertise summer drop-in program.	
			Set up a dialogue with appropriate administrators or staff for to begin using Early Learning Center for recruitment.	8-79
III. Begin operation of Child Development Early Learning Center to provide students with practical experience.	3.1 Implementation of plans for operation.	3.1 Early Learning Center opened September, 1978.	3.1 Bring more Montesiori materials into center.	Completed
	3.2 Scheduled child development students into center.	3.2 Observations and activities are scheduled for students according to their class and level of competence.	3.2 Refinement of activities for students scheduled in E. L. Center.	9-81
			3.2.1 More time for articulation with teacher in the Early eLarning Center.	9-79
	3.3 Begin discussions with other disciplines to provide services for their students, i.e., opportunities for observation.	3.3 Assignment sheet sent from nursing program coordinator.	3.3 Make and share video tapes with other instructors outside the program.	1-8

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OBJECTIVES 1985-1990

I. Increase rate of retention in early childhood program.

II. Explore possibility of combining Pre-ed and Management Options.

III. Suggest possibilities to combine activities with Continuing Education Programs.

IV. Attempt to have institution recognize the value of an on campus child care center for retention and recruitment.

V. Meet with appropriate individuals to again try to market the RACC program to the community.

VI. Work with Department of Public Welfare to further certify teachers.

VII. Improve articulation with area high schools and Vo-Tech schools.

VIII. Continue efforts to aid transferability of program to four year institutions.

IX. Organize a state wide consortium for community college early childhood teachers.

PROGRAM EVALUATION
RESPONSE FORM

Program EARLY CHILDHOOD EDUCATION
Internal Evaluation Team Behavioral Science Division

Date September 28, 1985

CRITERIA	YES	NO	NA	COMMENTS AND RECOMMENDATIONS
1. Does the program meet its stated goals and objectives?	X			Program goals and objectives have been met since previous evaluation. New goals and objectives have been designated for 84-87. (See Appendix A)
2. Do students currently enrolled give a positive assessment of their experiences in the program and fee it is enabling them to reach their learning objectives?	X			Students reacted positively to programs in terms of their own objectives. (See Appendix B)
3. Do students give a positive overall assessment of their overall experience at RACC?	X			Students are very favorable especially in areas of individual attention, materials and equipment, and experience in child care center. Graduates were contacted by phone (See Appenix C)
4. Are graduates employed in the occupational field, a related field or have have they gone on to advanced training/education in their specialty?	X			Some graduates were employed but left position voluntarily. Reasons include: higher salaries, marriage and child rearing, and change in interest.

CRITERIA	YES	NO	NA	COMMENTS & RECOMMENDATIONS
5. Are graduates satisfied with their preparation for work, and/or further education? Do they feel adequately prepared for the particular requirements of their job?	X			Graduates reacted favorably to preparation gained for use in field.
6. Are employers satisfied with the performance of graduates of this program?	X			15 Employers returned survey (See Appendix D)
7. Do employers evaluate program content as appropriate for current and projected jobs in the field?	X			Syllabi and Task Lists received overwhelming positive evaluations. Entire advisory committee members and local preschool directors reviewed syllabi. (See Appendix E)

CRITERIA	YES	NO	NA	COMMENTS AND RECOMMENDATIONS
8. Is the retention rate in the program (a percentge of entering students who complete the program or reached their educational goal) acceptable?	X			Retention rate is higher than. College average (See Appendix F)
9. Are facilities and equipment for program use appropriate, relevant, safe and adequate in size?	X			Facilities and equipment are above average and are shared with schools in the community. Resource room is used by local pre-schools. College child care center is highly valued by students, graduates, and the members of the advisory committee.
10. Does the program satisfy requirements need for accreditation, certification, or other types of external licensure necessary for entering the field of employment at the level for which the program is designed?	X			Additional teacher certification will be sought through a waiver. Suggested by representative of Department of Public Welfare field representative. Presently it is certified by the PA Dept of Private Academic Schools. Graduates are able to serve as assistant teachers. After working for two years, they often become teachers.

APPENDIX E

Development of NAEYC Guidelines

BACKGROUND ON THE DEVELOPMENT OF GUIDELINES FOR EARLY CHILDHOOD EDUCATION PROGRAMS IN ASSOCIATE DEGREE GRANTING INSTITUTIONS

Bob Dematteis

In 1981, NAEYC formed a commission to develop guidelines for four and five year early childhood teacher education programs. Such guidelines had been requested by the National Council for the Accreditation of Teacher Education (NCATE). The commission was funded through a special memorial fund. As the commission was formed, and throughout the time that it was at work, a considerable number of people expressed a desire that NAEYC also develop guidelines for associate degree granting institutions.

While the NAEYC board did not see a way to fund a commission to accomplish this task, the continuing interest of NAEYC members did prompt an open meeting to be held in conjunction with the Annual Conference in Atlanta in 1983. Chaired by Bob Dematteis, this meeting was attended by approximately 80 people, an indication of the high level of interest on the part of the profession. Without exception, everyone who spoke was in favor of NAEYC proceeding rapidly on this issue. A "straw vote" indicated total support for the feasibility and importance of developing such guidelines.

During the next year, several community college early childhood leaders were requested to provide NAEYC with drafts of proposed guidelines. These position papers were reviewed by NAEYC's consultant, Sue Bredekamp (who was the major staff writer of the guidelines for four and five year programs and of the Center Accreditation criteria), resulting in a draft document. This draft document was presented at an open meeting at the 1984 Annual Conference. The group in attendance (numbering about 45) worked in small groups and discussed the paper section by section, discussing areas of agreement and disagreement, focusing on the most substantive issues. A report was made to the Governing Board at the annual business meeting, requesting that the board continue to allocate staff time to this project and that they keep the project moving quickly. During the next year, the draft guidelines were revised, incorporating the suggestions made at the 1984 work session. The draft guidelines were sent to over 200 associate degree program instructors for review and comment as a consensus test. The final revision was approved by the NAEYC governing board in July, 1985.

The monumental task of developing these guidelines was accomplished in approximately two years, without a formal commission and without the expenditure of large sums of money. They are a testament to the dedication of NAEYC's staff and of the members who worked long and hard on each draft.

naeyc

National Association for the Education of Young Children 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (202) 232-8777 800-424-2460

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June 8, 1984

Judy Peterson
Reading Area Community College
Box 1706
Reading, PA 19603

Dear Ms. Peterson:

We are writing to you to ask your assistance in the development of an important new project by NAEYC. We would like to invite you to write a position paper for NAEYC about the content of an Early Childhood Program in an A.A. degree granting institution.

As you know, NAEYC recently began investigating the feasibility of developing guidelines for Early Childhood Education programs in A.A. degree granting institutions. An open meeting was held at NAEYC's Conference in November 1983 to discuss the concept. The consensus among participants at that meeting was that such guidelines are needed and desired by two-year college personnel.

NAEYC's Governing Board recently voted to pursue the development of such guidelines. In order to accomplish this task, a working session has been planned for the 1984 Conference in Los Angeles, California. The meeting will be held on Wednesday afternoon, November 7, 1984. The meeting will include:

1) a presentation of the results of a national survey of two-year early childhood programs by Barbara K. Myers;

2) small group discussion of a written position paper on the proposed content of guidelines for E.C.E./A.A. degree granting programs; and

3) a full group discussion to establish consensus about the content of such guidelines.

One of the most important ingredients of this meeting will be the discussion paper. What we would like to do is to receive a number of different position papers from interested persons with experience and expertise in two-year college early childhood programs from which we will generate one or two position papers for discussion. We hope to develop one paper but if the ideas are too diverse, we may need to develop more.

You have been identified as a possible contributor to the development of the position paper. We hope to receive about eight papers. A similar process was used very successfully in the development of NAEYC's Teacher Education Guidelines for Four- and Five-Year Programs.

Please see the attached form describing the content and format of the papers. You will note that NAEYC will need to receive your completed paper by September 1, 1984 in order to have time to prepare the discussion document to be distributed to interested persons prior to the meeting in Los Angeles. You do not have to attend the meeting at the 1984 Conference in order to write a paper, although we would like very much for as many writers as possible to be present.

If you will be able to assist us by writing a position paper, we would be delighted. Please indicate your willingness by returning the lower portion of the form to NAEYC headquarters by June 30. Thank you in advance for your interest and contribution to the education of early childhood professionals.

Sincerely,

Marilyn Smith
Marilyn M. Smith
Executive Director

Sue Bredekamp
Sue Bredekamp
Special Projects Coordinator

MS/SB:sg
Enclosure

naeyc

National Association for the Education of Young Children 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (202) 232-8777 800-424-2460

Proposed Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions

DRAFT FOR REVIEW
January, 1985

Introduction

These guidelines have been developed by the National Association for the Education of Young Children (NAEYC) for use by new and existing early childhood education programs in institutions which grant associate degrees. The purpose of these guidelines is to establish a standard for the associate degree in early childhood education as preparation for immediate entry into a position working with young children.

Many graduates of two-year early childhood programs immediately enter the profession assuming responsibility for the care and education of groups of young children in a variety of settings --- child care centers, preschools, non-public school kindergartens, before and/or after school child care programs and family day care homes. These guidelines represent the consensus position of the early childhood profession regarding the basic core of educational and professional preparation which an associate degree represents. It is assumed that associate degree programs will vary beyond this common core as they offer electives that meet the specific needs of their community and student population. It is also assumed that education is a life-long process and that early childhood personnel will participate in in-service education and professional development throughout their careers.

The associate degree program is often designed to meet two goals for its graduates: to develop sufficient competence to enter directly into a specific occcupation and/or to prepare for upper-division collegiate work in a four-year program. NAEYC has developed Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Those Guidelines indicate the objectives that should be achieved within a baccalaureate program. Therefore, the four- and five-year program guidelines may be applied to students who begin their education in two-year institutions and subsequently transfer to four-year programs.

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Becoming a professional teacher of young children is a developmental process. Students in the associate program very often grow in the program, change their goals and decide to further their education in the field. Because of this potential, the articulation of two-year and four-year programs is highly desirable.

Definitions

Early Childhood--birth through age eight.

Program-- a two-year Early Childhood Education/Child Development curriculum leading to an associate degree.

Program Components--aspects of a program that can be evaluated. These guidelines address nine components of an early childhood education/child development program: the curriculum, instructional methods, resources, faculty, professional relationships, cultural diversity, student services, administrative structure, and evaluation.

Project Objectives--statements about intended effects of a program.

Program Standards--indexes used to determine the degree to which program objectives have been achieved.

Student--person who is enrolled in an early childhood education/child development program.

Faculty--staff carrying responsibilities for professional studies.

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Component 1 - Curriculum

This component includes planned experiences in the form of courses, practica, and other learning opportunities in both general education and professional studies.

Program Objectives

A. The curriculum includes general education and professional studies.

   1. General education ensures basic competency in spoken and written English and mathematics and introduction to the liberal arts, humanities, and social sciences.

   2. Professional studies includes two essential components: a) knowledge and theory to guide professional practice and b) practical experience to develop competence in working with young children and their families in a variety of settings.

B. Professional studies curriculum provides theoretical knowledge and practical experiences for preparation to function as an Early Childhood Associate Teacher, a professional who independently implements program activities and assumes responsibility for the care and education of a group of young children.

C. Professional studies consists of a core curriculum designed to develop competency needed for entry into the profession: knowledge of child growth and development both typical and atypical with emphasis on birth through age eight; introduction to the early childhood profession; child guidance and group management; observation and developmental assessment of children; curriculum development and implementation; family and community relationships; and child health, safety, and nutrition.

D. The core curriculum is supplemented by appropriate and necessary courses designed to meet the needs of the community and the student population.

E The curriculum is sequentially organized to build on previous experience and understanding.

F. The curriculum promotes an understanding of the interrelationship of theory and practice.

G. The curriculum prepares students to locate and use appropriate professional literature, organizations, resources, and experiences to obtain new ideas and information to expand their competency throughout their professional life.

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January, 1984

Curriculum (continued)

H. The curriculum prepares the student to demonstrate the knowledge and the competencies required to obtain applicable licenses, permits, certificates and/or credentials.

Standards

A. General education curriculum includes as a minimum, coursework in English composition, mathematics, science, the humanities, and social science.

B. Professional studies curriculum consists of a minimum of 50% of the the student's coursework.

C. The Core Curriculum in professional studies consists of coursework and field experiences designed to provide theoretical knowledge and practical skills in:

1. Human growth and development through the lifespan, both typical and atypical with emphasis on birth through age eight;

2. Introduction to the early childhood profession, including historical and social foundations, awareness of value issues, and ethical issues in working with children and their families; legal isues: issues of salary and status;,staff relations; and the importance of becoming an advocate fot upgrading the profession and improving the quality of services for children;

3. Curriculum planning for young children, including content and methods of planning developmentally appropriate activities and environments designed to enhance children's cognitive, social, emotional, physical, and creative development;

4. Planning, implementing and evaluating developmentally appropriate curriculum for young children in the areas of language, mathematics, science, social studies, health, safety, nutrition, art, and music (Although time may not be available in a two year program for separate courses in each curriculum area, the student needs an understanding of curriculum and its application.);

5. Methods of child guidance and group management;

6. Preparation for working with children with special needs and their families, including programming, development of sensitivity and awareness, relevant legal issues, communication and relations with families, and coordination of services with other professionals;

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Curriculum (continued)

7. Observation and recording of children's behavior for purposes of assisting in achieving goals, providing for individual needs, and appropriately guiding children;

8. Family and community relations including communication with parents and parent involvement;

9. Child health, safety, and nutrition including training in standard first aid practices and cardio-pulmonary resuscitation and methods of establishing a safe and healthy environment for children.

D. The professional studies curriculum provides opportunities to apply knowledge and skills in working with children in a variety of field experiences with increasing levels of interaction with children.

1. Field experiences begin with non-participating observation and increase to planning activities for individuals or small groups.

2. Each student completes a supervised practicum experience or alternate equivalent during which the student assumes major responsibility for the full range of teaching and caregiving duties for a group of young children.

3. Field experience, including observation, varying levels of participation, and practicum, provides a minimum of 300 clock hours of contact time with children.

E. Electives are offered as permitted by institutional resources and as needed by the community, such as program planning for infants and toddlers or school-age children; special education; parent education; family day care programming; and/or supervision and administration of early childhood programs.

F. Skills, knowledge, and attitudes gained during the associate program prepare the student to demonstrate the knowledge and competencies required to obtain applicable licenses, permits, certificates, and/or credentials, such as the Child Development Associate (CDA) National Credential.

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Component 2 - Instructional Methods

This component addresses the methods used by college faculty to implement the curriculum.

Program Objectives

A. Instructional methods provide examples and models of teaching strategies for students to observe and analyze.

B. A variety of instructional methods is used with emphasis placed on those in which students have direct interaction with young children.

Standards

A. Faculty use a variety of instructional methods and strategies such as lectures, group discussion, assigned reading and writing, audio-visual materials, role-playing, modeling, observations, demonstrations, guest speakers, and field trips.

B. Experience with children in field settings is an early and continuing part of the program. Such experience is supervised by qualified faculty. A variety of field sites are used in order to expose the student to the diversity of the field. Standards are established by the program for selection and evaluation of appropriate field sites and cooperating personnel.

C. Classroom instruction is linked to practice through closely supervised field experiences off- and/or on-campus and frequent opportunities for information exchanges between faculty, cooperating personnel, and students. The purpose of these exchanges is to develop skill in interpreting observed behaviors and the application of theory and research to classroom practice.

Component 3 - Resources

This component refers to the human and material resources that are available to faculty and students.

Program Objectives

A. Field placements are made with competent, cooperating teachers.

B. Adequate funding is provided for the resources required for providing a good quality program such as low ratio of candidates to faculty to facilitate individualized instruction and counseling, extensive field experiences, and a wide variety of professional materials.

Resources (continued)

Standards

A. Criteria are established for selecting sites for various types of field experiences. Each site is evaluated for continued use by program personnel.

B. Students are provided field experiences that reflect the best possible practices as well as the diversity of the field of early childhood education.

C. Students have access to a variety of current curriculum materials that are used in early childhood settings including toys, books, records, classroom furnishings, art, and recyclable materials. Students develop skill in selecting and evaluating developmentally appropriate and bias-free materials.

D. Students are introduced to the variety of resources available in communities, such as social service agencies, clinics and other settings serving physical and mental health needs, and educational facilities.

Component 4 - Faculty Qualifications

This component addresses relevant characteristics of all faculty working directly with students or carrying responsibilities for professional studies.

Program Objective

A. Faculty possess a high level of experience, expertise, and academic qualifications.

Standards

A. Each member of the faculty has (or is obtaining) advanced education and graduate work directly related to the individual's teaching assignments.

B. Each member of the faculty has had direct, substantial, successful professional experience related to the individual's teaching assignments.

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Faculty Qualifications (continued)

C. Faculty members teaching methods courses and/or supervising field experiences have had academic preparation in the field of early childhood education/child development as well as successful teaching experiences with children in the appropriate age group and have maintained current contact with practice in early childhood settings.

D. Faculty members maintain currency in the field through active participation in appropriate professional activities, including organizations, conferences, research, and similar professional development activities.

E. Provision is made for periodic review and evaluation of faculty members' performance.

Component 5 - Professional Relationships

This component addresses the professional relationships among the faculty students and other involved personnel.

Program Objective

A. The professional relationships within the program provide an appropriate model of ethical, professional behavior for students in their interactions with children, families, colleagues, and other professionals.

Standards

A. Within the boundaries of professional appropriateness, relationships are marked by responsiveness, encouragement, understanding, sensitivity and support, as well as seriousness, rigor, and attention to high standards of work and responsibility.

B. Procedures for communication between faculty and students function effectively.

C. Opportunities are available for students to be involved in professional and extracurricular activities.

D. All participants respect the confidentiality of the faculty/student relationship.

E. Faculty members model appropriate professional behavior.

F. Faculty members exhibit an active interest in the career development of students and students receive continuing support in thier career development.

Component 6 - Cultural Diversity

This component addresses the need for sensitivity to and recognition of cultural pluralism.

Program Objectives

A. The early childhood education program prepares students to function in a pluralistic society.

B. All areas of the program reflect respect and appreciation for cultural diversity.

C. Students are prepared to eliminate practices and materials that discriminate against children and their families on the basis of race, sex, age, ethnic origin, language, religion, or handicapping conditions.

Standards

A. Cultural pluralism is reflected in the faculty, students, program philosophy, and institutional policies.

B. Faculty regularly examine the content of courses, instructional materials, and field placements to ensure that they reflect the cultural diversity of society, as much as possible.

C. Cultural diversity is integrated into all program components and, when appropriate, addressed as a separate topic for study.

D. Students are instructed in methods of fostering respect and appreciation for cultural diversity in early childhood settings.

E. Students are made aware of various forms of discrimination and develop skills in identifying discriminatory practices and implementing methods to conteract discrimination in education.

Component 7 - Student Services

This component addresses the services provided by the institution for students.

Program Objectives

A. Services are provided as needed to ensure that students have every opportunity to succeed in the program.

Student Services (continued)

B. The program is practitioner oriented and reflects an understanding of the personal and professional developmental characteristics of a potentially diverse population of students, including "nontraditional" students.

C. The program is directed toward both beginning and continuing students whose range of academic and practical abilities is diverse.

Standards

A. Advisement and counseling are available as needed.

B. Instruction is individualized and personalized, where possible.

C. Methods of instruction, the timing, and the location are adapted to the availability and needs of "nontraditional" students whenever possible.

Component 8 - Administrative Structure

Because early childhood education/child development programs are administratively placed in a wide variety of schools, departments, and colleges within higher education institutions, and because the field is by definition multidisciplinary, one administrative prescription is not possible. However, several objectives need to address whatever structure is adopted or superimposed.

Program Objectives

A. The administrative structure promotes identity for the early childhood education program and the field.

B. The administrative structure ensures adequate representation in the decision-making processes of the institution.

C. The administrative structure permits and encourages the development of external relationships between the early childhood education program and other units of the institution, community and field settings, the child care profession, and other related professions.

D. The administrative structure promotes the procurement and allocation of adequate resources.

Administrative Structure (continued)

Standards

A. Whenever possible, the progam should be administered under one head or coordinating unit regardless of how many departments are involved in its implementation.

B. Within institutional requirements, procedures should be established that allow for fair and democratic decision making involving all interested parties both from within and outside the institution.

C. Where possible, the terms child development or early childhood education or the like should apear in the formal name of the program and/or the administrative unit.

D Where possible, flexible, creative partnerships between the program and private agencies, state and local organizations of early childhood professionals, and community-based settings should be developed. These partnerships should promote the offering of credit/degrees in off-campus, community-based settings, programs modified to meet the needs of working adults, and programs accessible to students not previously included in the traditional academic population.

E. The program is articulated with related institutions or is working toward articulation through participation on state committees or similar activities.

Component 9 - Evaluation and Constituent Responsiveness

This component refers to the assessment of the students' performance in the program and the effectiveness of the total program for producing competent early childhood associate teachers.

Program Objectives

A. Evaluation of the program and students is continual and cumulative in order to maintain high quality.

B. Programs are revised appropriately, based on the results of regular evaluation and on new knowledge about the education of children and the education of teachers of young children.

Evaluation and Constituent Responsiveness (continued)

Standards

A. Students receive regular and systematic information concerning their progress. Students are informed of the bases upon which their progress is assessed.

B. Mechanisms for review of evaluation decisions are available.

C. Ongoing and cumulative evaluations in courses and the program as a whole are designed to verify students' competency as early childhood professionals in accordance with the specified curriculum objectives.

D. Students participate in evaluation of courses, faculty, field placements, and the program as a whole.

E. Students have opportunities for self-assessment.

F. Data for evaluation of the program are sought from appropriate sources such as current students, graduates, educational institutions used in field placements, institutions employing graduates, parents of children taught by graduates, and professional and regulatory officials.

DRAFT FOR REVIEW
January, 1984

This draft was developed from the following sources:

Chancellor's Task Force on Child Development Instruction and Services, California Community Colleges. *Guidelines for Comprehensive Child Development Instruction and Services Programs*, May 1983.

Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs. Washington, D.C.: National Association for the Education of Young Children, 1982.

Principles and Guidelines for Child Care Personnel Preparation Programs. *Child Care Quarterly*, 11 (3), Fall 1982.

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APPENDIX F

Pre and Postnetwork
Communication Attempts

Telephone Log

DATE	COLLEGE	TOPIC OF DISCUSSION
March, 1984	Northampton C. C.	Salary Information
March, 1984	Harrisburg C. C.	Program Evaluation
April, 1984	Harrisburg C. C.	Infant/Toddler Program
May, 1984	Lehigh C. C.	Salary Information
May, 1984	Harrisburg C. C.	Center Information
June, 1984	Allegheny C. C.	Prof. Conference Information
July, 1984	Northampton C. C.	Program Information
July, 1984	Harrisburg C. C.	Infant/Toddler
July, 1984	Montgomery C. C.	Salary Information
August, 1984	Lehigh C. C.	Center Information
Sept., 1984	Northampton C. C.	Program Information
Oct., 1984	Luzerne C. C.	Infant/Toddler Program
Nov., 1984	Harrisburg C. C.	Professional Conference
Nov., 1984	Westmoreland C. C.	Professional Conference

FREQUENCY OF COMMUNICATION ATTEMPTS THROUGH PA. ACCESS

Information Requested	Times Requested	Method of Communication
ACCESS Organization	12	Meeting Phone
Program Evaluation	3	Meeting Phone Mail
Practicum Experience	7	Meeting Phone Mail
Salary	2	Meeting Mail
Job Description	3	Meeting Phone Mail
Textbook Selection	3	Meeting
Infant/Toddler Programming	6	Meeting Phone Mail
Family Day Care	2	Meeting
Course Sequencng	2	Meeting
Program Development	2	Meeting
CDA Training	2	Meeting
Clarification of State Issues	6	Meeting Phone Mail
Articulation with High Schools or Vocational Schools	2	Meeting Phone
Communication or Establishment of On-Campus Demonstration School	8	Meeting Phone Mail
Placement of Students in Fieldwork at Local Preschools	2	Meeting

APPENDIX G

Pennsylvania ACCESS

Agenda

Harrisburg Area Community College

11:00 Coffee

11:15 Greetings

11:30 Introductions

11:40 ACCESS Organizational Meeting

12:00 Two-year Guidelines

12:30 Lunch

1:30 - 2:00 Discussion

- A. Intro to Early Childhood
- B. Two-year Guidelines

PA. ACCESS

Agenda

Northampton County Area Community College

10:00 - Introductions

Refreshments

10:15 - Tour - Campus Child care

10:30 - Campus Child Care

11:00 - Proposed Regulations for Day Care

11:30 - Family Day Care

12:00 - Lunch

12:30 - Practicum

A. Objectives

B. Assignments

C. Requirements

D. Supervision

PA. ACCESS

Agenda

Luzerne County Community College

10:00 - Introductions

CDA Competencies in Early Childhood Program

11:00 - Practicum Course Development

12:00 - Lunch

1:00 - Infant/Toddler Course Development

Karen Bronfberg
Coordinator, Child Development Council
Luzerne County

Pennsylvania ACCESS

Agenda

Montgomery County Community College

10:00 - Introductions

10:30 - Discussion of Campus Child Care

11:30 - Proposed DPW Regulations

12:30 - Discussion of NAEYC Guidelines

1:00 - Lunch

1:30 - Practicum

PA. ACCESS

Agenda

Reading Area Community College

November 22, 1985

9:30 - 9:45	Tour
9:45 - 10:15	Practicum - Common Topic
	Videotape Presentation
10:15 - 11:45	. Presentation of NAEYC Two-year Guidelines
	. Discussion - use of guidelines
	(1) DPW
	(2) Department of Education
	(3) Transfer
	(4) Newsletter - Vo-Techs
	- Preschools
11:45 - 1:00	Lunch
1:00 - 2:00	Program Evaluation

APPENDIX H

RACC Letter to Preschool Directors

READING AREA COMMUNITY COLLEGE

box 1706 reading, pennsylvania 19603 (215) 372-4721

Dear

Reading Area Community College's Early Childhood Education Program has been continually revised over the past five years. Recently, our Advisory Committee assisted us with a thorough evaluation of course content and sequence. Their remaining suggestion was that we inform the community about our students!

Our students graduate with an excellent blend of both theory and experience. In November, two of the teachers and I will present our program as a model at the National Association for the Education of Young Children conference in Los Angeles, California. Our training program for infant toddler has been accepted by ERIC.

Graduates have had little dificulty when seeking employment as teacher aides because of their certification. Because of experience, many qualify as assistant teachers. After two years, most are able to assume teaching positions in centers licensed by the Pennsylvania Department of Public Welfare. They immediately qualify as assistant teachers for schools licensed by the Pennsylvania Department of Private Academic Schools and are able to teach after completing 24 additional credits.

Our transfer arrangements have been encouraging. Four-year institutions accept most credits. Students' averages appear to be consistent when they transfer. Students who complete an Associate Degree program at RACC have the additional advantage of being employed as they further their education at a four-year institution.

If you are interested in hiring a RACC Early Childhood student, please call as soon as you anticipate an opening. It is becoming increasingly difficult to locate students after the school year has begun. Most students are employed after completing two of our courses.

If some of your staff members have no training in Early Childhood Education, they are often able to combine work at a center with their studies. Fall courses include:

PS 123 Introduction to Early Childhood Education
12:00 - 2:00 p.m., TTh
PS 114 The Exceptional Child
4:00 - 6:00 p.m., TTh
PS 221 Child Development Curriculum and Instructional Materials
6:00 = 8:00 p.m., MW

I am pleased to announce PS 221 is being taught for the first time by Mrs. Diane Anderson, former director of Montessori Country Day School, mother of two pre-schoolers, and former presidnet of RACC's Early Childhood Education Advisory Committee.

Recently, I became national president of an early childhood teacher training organization. Guidelines are being organized by NAEYC for two-year colleges which train pre-school teachers and assistants. I have been asked to present a position paper to outline RACC's program and suggest ideal guidelines. It is encouraging to have the support of the local community as well as other educators.

If our staff can assist your school in any way, do not hesitate to contact us. The local affiliate, Eastern Pennsylvania AEYC, meets monthly at RACC and is beginning a resource room for local schools. The RACC Early Learning Center staff is always available to answer questions.

In the interest of children,

Judith A. Peterson

Judith A. Peterson
Early Childhood Coordinator

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Early Childhood Education Program

Handbook

READING AREA COMMUNITY COLLEGE

JUDITH A. PETERSON
1985

BEST COPY AVAILABLE

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We are talking about something deeper — an educated decision made upon evaluating the developmental needs of each child. Upon this basis, lesson plans, curriculum decisions, and selection of appropriate learning materials are made. Do you feel qualified to do this? If the child were yours, would you want average care or average education for your child?

We hear students talk about pre-med courses or nursing courses with far more respect and dignity. A pre-school course? Is it merely cutting letters, some art work, and an hour a week of baby-sitting? Think about it. Is our attitude toward class work and class participation indicative of the self-fulfilling prophecy we spoke about?

Do children have a right to the best? Would we agree to permit any person who knows how to take a temperature or administer a dosage of aspirin to care for our loved ones in hospitals? The difference here lies only in fulfilling the needs of the body vs. fulfulling the intellectual and emotional needs of a human being — at any age. Isn't teaching as important a field?

If you are still undecided about the serious attitude needed for this profession — consider the emotional reasons that some illnesses occur. Consider the emotional reasons behind crime — even more important, isn't low self esteem the basis for failure in many attempts? Some people are so overwhelmed by their poor self concepts that they begin to feel comfortable with "Poor me." In fact, goals seem impossible and they refuse to try. Here is where the need for self motivation and self discipline is evident. Where does a human being begin to work on self discipline, self motivation and self acceptance? Oddly enough, people in their 20's, 30's, 40's struggle with this dilemma. They haven't been permitted to find their own answers, relate one growth experience to another, and substitute another method when a favorite one fails.

All this can be aided in the same way that allergy shots are used — preventing a severe disturbance. A professional is needed to assess the situation — to determine the needs of a specific person — and finally to prescribe an individual dose of preventative medicine (possible in the form of insight about a learning style, self motivation or flexibility). At any rate a professional is needed. Not the person passing in the hall who says, "I like children." A professional understands them, their environment, and the opportunities for their individual development. Can a child be trusted to administer his own medicine or prescribe the dosage? This can only be done by a caring individual, trained in child development, motivated to treat any situation. This is fare more than the "cute", "fun", "basket weaving", "Romper Room" connotation of many college Early Childhood Programs.

To succeed — the student at RACC must recognize the responsibility, commit himself toward self motivation in related and general background courses, and expect years of professional growth experiences. Even if the decision to begin the program was one of "I have to choose something," the student must remember that after being certified as an assistant teacher, further opportunities arise. Early Childhood may not be the field for everyone. It has become a highly competitive field in recent years. Only your best is acceptable! In return — you could gain gratification, constant new challenges, and the love which you have given away.

I hope you'll join us — even for a part of this task. When we touch a child's life — you too are encouraged to grow. The encounter will never be forgotten.

In the interest of Children,

Judith A. Peterson
Coordinator/Instructor
Early Childhood Education

There are two licensing departments in the State of Pennsylvania:*

A. **Department of Education**
Certification of Nursery School/Kindergarten Teachers

To be certified as a teacher, an individual must meet one of the following qualifications:

1. Be a graduate of an approved four-year college majoring in early childhood education or child development.
2. Be a graduate of an approved four-year college and provide evidence of twenty-four credits in early childhood education.
3. Be a graduate of a four-year college or university and submit documentary evidence of at least two years successful experience as a teacher in a nursery school or kindergarten.

An elementary education certificate **does not** qualify one to work in a nursery school. It does, however, permit the teacher to work in the kindergarten (age 5). Montessori training will be equated with other college credit for certification purposes if the Montessori Training Center provides the necessary work unit breakdown.

To be certified as an assistant teacher, an individual must meet one of the following qualifications:

1. Be a graduate of an approved two-year college program having specialized in the field of nursery school or kindergarten education.
2. Be a graduate of an approved two-year college program and submit documentary evidence of successful completion of a minimum of twenty-four semester hours in courses related to nursery school or kindergarten education.
3. Have completed a minimum of two years of college or university credit (totaling sixty credits) in an approved institution and submit documentary evidence of successful completion of a minimum of twenty-four semester hours in courses related to nursery school or kindergarten education.

Assistant teachers may become teachers after two years successful experience and earning twenty-four additional credits. This experience must be accomplished under the supervision of a certified director or someone holding a comparable public school certificate. The twenty-four credits must be taken after the issuance of the assistant teacher's certificate and be related to Early Childhood Education.

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*Some schools have dual licensure. It is best to ask the director of the school about the certification and regulations followed.

COMPETENCIES FOR PRE-SCHOOL TEACHERS

Responsibilities of Position

- Organizes space into functional areas recognizable by children, e.g.: block building, library, dramatic play, gross and fine motor ext. The teacher organizes the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.

- Arranges the setting for and establishes a planned sequence of active and quiet periods, of balanced indoor and outdoor activities, with flexibility for special circumstances, special needs and special educational opportunities.

- Uses the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement in the areas of gross and fine motor development, sensory motor development, language development, cognitive development and social and emotional development.

- Provides an environment which recognizes and accepts a child's individual differences in home life and cultural background and his emerging interests. The teacher creates an atmosphere which promotes a sense of positive identity as an individual, as a member of a family and ethnic group and as a competent individual with a place in his community.

- Creates an atmosphere through example and attitude where it is negative — love, sympathy, enthusiasm, pain, frustration, loneliness or anger.

- Establishes a reasonable system of limits, rules and regulations to be understood, honored and protected both by children and adults, appropriate to the stage of development.

- Creates an atmosphere which encourages initiative, responsibility, adaptability, and which fosters feelings of mastery and success. The teacher plans a program of activities for children in the classroom to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development.

- Establishes relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center through contacts at the center or home visits. The teacher communicates and interacts with parents toward the goals of understanding and considering the priorities of their values for their children.

- Recognizes and utilizes the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.

- Trains and develops the potential of the assistant teacher. A weekly planning and evaluation meeting will be held in each center providing an opportunity for all of the center staff (teacher, assistant teacher, and volunteers when possible) to cooperatively plan the succeeding week's schedule.

- Makes observations on the growth and development of individual children and changes in group behavior, formally or informally, verbally and in writing, and shares this information with other staff involved in the program.

Class Attendance and Participation

Early Childhood classes are not intended to be primarily lecture courses. Group reports, group sharing, individual research and reporting are a necessary ingredient as each student grows professionally. A professional attitude is imperative. Students must know when to seek help as well as recognize the need to share their knowledge with others.

Class attendance is the student's responsibility. There are times when information will appear useless at the moment. Often such notes and lists of activities become valuable at a later date. All classes should be considered important.

EARLY CHILDHOOD EDUCATION TEACHING OPTION

Advisory Checklist

Child Development

FALL

_____ English Composition
_____ General Psychology
_____ Introduction to Early Childhood Education

WINTER

_____ Composition and Literature or Technical Writing
_____ Arts and Crafts
_____ Child Psychology
_____ Interpersonal Relations and Communications

SPRING

_____ The Exceptional Child
_____ Individual and Society
_____ Foundations of Math
_____ Observation and Interpretation of Child Behavior

FALL

_____ Introduction to Sociology
_____ Man and the Biosphere
_____ Child Development Curriculum and Instructional Materials

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WINTER

_____ Speech
_____ Humanities Elective
_____ The Family
_____ Language Arts for Early Childhood

SPRING

_____ Social Problems
_____ Practicum in Early Childhood

Name:
Address:
S. S. N.:
Phone:

EARLY CHILDHOOD EDUCATION MANAGEMENT OPTION
Advisory Sheet

FALL

_____ English Composition
_____ General Psychology
_____ Introduction to Early Childhood Education

WINTER

_____ Composition and Literature or Technical Writing
_____ Arts and Crafts
_____ Child Psychology
_____ Interpersonal Relations and Communications

SPRING

_____ The Exceptional Child
_____ Individual and Society
_____ Foundations of Math
_____ Observation and Interpretation of Child Behavior

FALL

_____ Man and the Biosphere
_____ Introduction to Sociology
_____ Child Development Curriculum and Instructional Materials

WINTER

_____ Humanities Elective
_____ Supervisory Management
_____ The Family
_____ Language Arts

SPRING

_____ Social Problems
_____ Practicum in Early Childhood

Name:
Address:
S. S. N.:
Phone:

17. Physical punishment to the child, such as biting back, spanking, shaking, or hair pulling, in NEVER permitted and will be considered grounds for dismissal.

18. Children shall never be left alone in the bathroom, the playground, the halls, or the classroom. This will be considered grounds for dismissal.

Information For Student Observation

The RACC Early Learning Center is designed to permit observation and participation.

Students who have assignments to complete are required to sign the schedule in Mrs. Peterson's office before entering the center. If a previous appointment has been made, please initial the schedule. Only two students will be permitted to participate in the center at any specific hour.

At times when an Early Childhood class is visiting in the center, all other students are requested to use the observation room. Be certain to turn off lights and close the door.

Second-year child development students who want additional experience with a certain area should feel free to plan an activity for the children. The plans should be left on Mrs. Peterson's desk to be checked. If appropriate to the children's needs, Mrs. Peterson will contact you to schedule a time for presentation. Please write phone numbers below your name.

When entering the room be as inconspicuous as possible. We request that you sit at a table and observe. Please do not talk to the teacher, aide or other observer. If the children approach you, be friendly but urge them to continue their activity. At no time is it wise to overwhelm a child even if your intention is friendliness. It is best to take your cue from the child.

When working with a child, remember to maintain a positive attitude. Encouragement and praise are effective.

Because so many adults (teachers, aides, child development students, nursing students, psychology students, members of the community, local school teachers and others) participate in the center, CONSISTENCY is imperative.

No visitors are permitted at rest time.

SPECIAL GUIDELINES FOR TODDLERS

Safety

1. High chairs can be hazardous. Secure child. Hold child on chair until tray is secure.
2. Watch for small objects that can be placed in mouths. Pick up immediately.
3. Place all sharp objects (scissors, knives, etc.) in closed metal cupboard.
4. All cleaning supplies belong in metal cupboard — top shelves.
5. Children must remain in room.
6. Never leave child in changing room.
7. Be certain to hold child on table when reaching for a diaper.

Guidance

1. Children are not permitted to grab toys.
2. Loud screaming is discouraged.
3. Biting is handled as natural but inappropriate. (NEVER threaten to "bite back".)
4. Praise used more than "Don't" — "No".
5. Be consistent.
6. If disciplining, stick to your decision. The child will learn to trust your judgment.

Block Area

1. A child may build as high as his nose.
2. It is desirable to suggest ideas or add props to extend the child's ideas occasionally.
3. Cleanup in the block area is the responsibility of any child who played there during the play period.
4. Four children are allowed in this area at one time.

Art Area

1. Art materials are kept on tables designated for activity.
2. Playdough remains at playdough table. Four children are allowed at the playdough table at one time.
3. Sand should stay in sand box. It may be dampened if the children wish.
4. Newspaper must cover tables for painting and gluing activities.
5. Children must wear paint shirts and have their sleeves pushed up.
6. The easels may be used at any time of the day. Names should be placed on child's paper in small letters (Lisa not LISA) at the upper left hand corner, on all art work.
7. Water color markers should be available at all times. Assist child with name. Cover table area. Please make sure caps are replaced.
8. Glue is placed in a bottle cap to be used with Q-tips.
9. Assist children with wiping tips of brushes when painting at easel.
10. Cleanup at the cutting table is the responsibility of any child who played there during the play period.

Rest Time

1. Mats do not touch and remain flat on floor, 24 inches apart.
2. Music is played.
3. Full day children are required to rest – not sleep.
4. Books may be looked at during rest time.
5. Relax with the child. Some like to have their backs rubbed.

Bathroom Trips

1. 2 to 4 children are taken at one time to the bathroom.
2. The children may sing songs and fingerplays quietly.
3. The children are to walk quietly through the hallways.
4. Children should remain outside the toilet area when finished.
5. Be certain to wash hands thoroughly. Remind children to not touch toilet after washing.

GENERAL GUIDELINES FOR ASSIGNMENTS FOR EARLY CHILDHOOD EDUCATION STUDENTS

1. Take time to be neat. It says, "I care."

2. Assignments should reflect well planned organization.

3. Correct spelling and proper manuscript (if applicable) are important.

4. Organization of time is one mark of a good teacher. Pace yourself so that assignments can be completed on time and to the best of your ability.

5. Be selective about ideas taken from source books and magazines. Consider carefully the appropriateness of ideas and projects as they relate to the skill level of a particular age group. Do not take everything in print at face value. Base judgments on your own experience with young children as much as possible.

Name ______________________

ARTS AND CRAFTS
TASK CHECKLIST

1. _____ Mix paints
2. _____ Mix play doh
3. _____ Supervise easel for ½ hour. Talk with child
4. _____ Play and supervise cutting activity for ½ hour.
5. _____ Participate at play doh table for ½ hour.
6. _____ Supervise one cooking experience.
7. _____ Supervise one woodworking experience.
8. _____ Supervise three teacher-planned art activities.
List media and activity:
____
____
____
9. _____ Complete color checklist for a 3 and 4 year old (one child of each age).
10. _____ Provide shapes to be cut by a 3 year old, a 4 year old, and a 5 year old.
11. _____ Set up easel with clean up.
12. _____ Conduct finger painting with two children.
13. _____ Plan and teach one art lesson. Complete white activity sheet, meeting criteria for syllabus.
14. _____ Ask a 2, 3, 4, and 5 year old to draw a self portrait on a 9 x 12 sheet of paper. Label each with name (lower case letters at top left) and date and age at lower right.
15. _____ Encourage a child to experiment with a collage.
16. _____ Set reasonable limits for use of art materials.
17. _____ Assist with art activity in toddler room for ½ hour.
18. _____ Print clearly in upper and lower case.
19. _____ Construct a file of sample items meeting criteria on syllabus.
20. _____ Complete class report, using readings form Teacher, Instructor, and Early Years.
21. _____ Complete ten-hour participation in the ELC.

Instructional Area: Language Development

Annual Goal: Matching Beginning Sounds

EXAMPLE

		EVALUATION OF INSTRUCTIONAL OBJECTIVES	
SHORT TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA OF SUCCESSFUL PERFORMANCE
Given a word, verbally or in picture form, the child will name another word that begins with a "b" sound.	Cut pictures from magazines. Ask child to separate those beginning with "b". Give pictures on large letter "b" on another paper. Tape recorder to be used to recite words beginning with various sounds.	Child will have teacher check finished product. Tape recorder will be evidence of correctly matched sounds.	The child will be able to match nine out of ten letter sounds.

STUDENT EVALUATION FORM

Student's Name ______________________ Placement Location ________________

Evaluator __________________________

	Needs Develop.	Average	Very Good
Attendance & Punctuality			
Motivation			
Ability to take Suggestions			
Professional Relationships			
Cooperativeness			
Ability to Establish Relationship with Student/Client			
General Attitude towards Role			
Judgment			
Knowledge of Field of Study (if applicable)			

Include any personal comments concerning strengths, weaknesses, etc. if desired.

*This form will be used for self evaluation after presentations as well as for student evaluation by various supervisors.

APPENDIX I

RACC Program Handbook

APPENDIX J

Transfer Agreements
1978 and 1985

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TRANSFERABILITY OF RACC CREDIT COURSES

--- An Educated Guess ---

College transfer to other four-year institutions is a confusing and complicated process. For this reason, I have attempted to provide a guide for selecting courses for transfer to other colleges. Please realize that this list definitely has its limitations because it attempts to cover the requirements of some 2,000 plus colleges and universities across the country. Yet, every college has its own unique philosophy and requirements for admission and graduation. Consequently, this list is only the best educated guess which I can give you as a result of approximately four years of experience at RACC. To reiterate, the following list is only my personal opinion as to what courses have the best probability of transfer.

The list divides RACC courses listed in the 1978-79 catalog into three categories:

1. Those courses which have the best probability of transfer.
2. Those courses which are questionable for transfer and depend on the college to which the course is transferred, and
3. those courses which have the worst probability of transfer.

Remember that institutions will often not only change their transfer policies from year to year, but also will add and/or drop courses almost as frequently. Please, therefor, note especially that this evaluation of courses considered best for transfer was compiled during the 1978-79 academic year and can be theoretically obsolete within a few years.

Tom Matzelle

Transfer Counselor

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Transferable courses

PS 141	Nature and Function of the Criminal Justice System (When transferred to a college having a Criminal Justice Program - otherwise questionable for transfer)
PS 142	Correctional Rehabilitation (When transferred to a college having a Criminal Justice program - otherwise questionable for transfer)
PS 143	The Judicial Process (When transferred to a college having a Criminal Justice program - otherwise questionable for transfer)
PS 211	Developmental Psychology I
PS 241	Juvenile and the Criminal Justice System (When transferred to a college having a Criminal Justice program)
PS 245	Criminolgoy

SM 112	Foundations of Math
SM 114	College Algebra or SM 115 Trigonometry (One of the other, but not usually both courses)
SM 121	Man and The Biosphere
SM 122	Biology I
SM 123	Biology II
SM 124	Biology III
SM 125	Anatomy and Physiology
SM 127	General Chemistry I
SM 128	General Chemistry II
SM 131	Ecology I (Introduction to Ecology) (If Man and the Biosphere is not taken)
SM 211	Calculus and Analytical Geometry
SM 221	The Visible Universe
SM 222	The Invisible Universe
SM 223	Microbiology
SM 226	Physics I
SM 227	Physics II

None of the courses from the Mechanical and Engineering Tech. Department are considered good transfer courses.

QUESTIONABLE TRANSFER COURSES

(Courses which are questionable for transfer and may or may not be accepted by four-year colleges.)

BS 235	Introduction to Women's Studies

BU 204	Principles of Salesmanship
BU 205	Retail Management
BU 221	Personnel Management

HS 121	Analytical Chemistry
HS 122	Organic Chemistry
HS 123	Instrumental Analysis
HS 221	Bio-organic Chemistry

HU 111	Introduction to Drawing
HU 122	Painting
HU 225	Modern American Literature
HU 226	History of the Film
HU 233	Introduction to Contemporary History

PS 111	Introduction to Social Services
PS 113	Organizational Behavior and Group Dynamics
PS 114	Exceptional Child
PS 121	Arts and Crafts
PS 123	Pre-school and Day Care Programs
PS 212	Developmental Psychology II
PS 213	Social Problems and Social Services
PS 215	Mental Health
PS 221	Child Development Curriculum and Instructional Materials
PS 246	Criminal Justice Agencies

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Courses generally NOT transferable

PS 112	Interpersonal Relations and Communications
PS 122	Observation and Interpretation of Child Behavior
PS 214	Fieldwork in Community Resources
PS 216	Motor Skill Development for the Physically Handicapped
PS 231	Special Education Classroom Management
PS 232	Materials and Techniques of Instruction for the Mentally Handicapped
PS 233	Intervention Strategies for Diagnostic and Remedial Techniques
PS 242	Interviewing and Case Preparation
PS 243	Criminal Investigation I
PS 244	Criminal Investigation II
PS 247	Narcotics
PS 251	Legal Aspects of Environmental Control

SM 111	Introduction to Mathematical Operations
SM 126	Introduction to Chemistry
SM231	Land Use
SM232	Ecology II
SM 233	Air Quality
SM234	Energy Conservation
SM 235	Water Quality
SM 236	Selected Topics in Environmental Studies

All Mechanical and Engineering Technology courses

Raymond Matzelle

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TIME  16:20.58                    EQUIVALENCY LIST BY CURRICULUM FOR                   CES220                      C. E. Q.
                                               ALBRIGHT COLLEGE
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COURSE    # OF                                                    COURSE     # OF
NUMBER  CREDITS            COURSE TITLE                           NUMBER    CREDITS           COURSE TITLE
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CURRICULUM NUMBER: 15
CURRICULUM NAME:   CHILD DEVELOPMENT (TEACHING)
DEGREE TYPE:       AAS

   BS131       3       THE INDIVIDUAL AND SOCIETY                               3        INTERDISCIPLINE OR SOC SCI GEN STUDIES
   BS134       3       GENERAL PSYCHOLOGY                        PSYCH101       3        INTRODUCTION TO PSYCHOLOGY
   BS135       3       INTRODUCTION TO SOCIOLOGY                 SOC  105       3        INTRODUCTION TO SOCIOLOGY
   BS234       3       THE FAMILY                                SOC  309       3        THE FAMILY
   HU121       3       ENGLISH COMPOSITION                       ENG  101       3        ENGLISH COMPOSTION
   HU122       3       COMPOSITION & LITERATURE                  ENG  102       3        WRITING ABOUT LITERATURE
   HU123       3       TECHNICAL WRITING                                        3        INTERIM
   HU124       3       FUNDAMENTALS OF SPEECH                    ENG  103       3        SPEECH COMMUNICATION
   PS112       3       INTERPERSONAL RELATIONS AND COMMUNICAT.                  3        INTERIM OR GEN STU SOC SCI REQ (GSSSR)
   PS114       3       THE EXCEPTIONAL CHILD                     PSYCH210       3        PSYCH OF EXCEPTIONAL CHILDREN & YOUTH
   PS121       3       ARTS AND CRAFTS
   PS122       3       OBSERV. AND INTERPRET. OF CHILD BEHAVIOR  HE   225       3        PRIN OF CHILD DEVELOPMENT OR INTERIM
   PS123       3       INTRODUCT. TO EARLY CHILDHOOD EDUCATION   HE   313       3        METHOD & GUIDANCE OF CHILDREN OR INTERIM
   PS125       3       LANGUAGE ARTS FOR EARLY CHILDHOOD
   PS211       3       CHILD PSYCHOLOGY                          PSYCH361       3        PSYCHOLOGY OF HUMAN DEVELOPMENT
   PS213       3       SOCIAL PROBLEMS                           SOC  201       3        SOCIOLOGY OF SOC PROB OR GSSSR, ELECTIVE
   PS221       3       CHILD DEVELOP. CURR.+ INSTRUCT.MATERIALS                 3        INTERIM
   PS222       6       PRACTICUM IN EARLY CHILDHOOD              PS   222       3        INTERIM
   SM112       3       FOUNDATIONS OF MATHEMATICS                MATH 101       3        FINITE MATHEMATICS
   SM121       3       MAN AND THE BIOSPHERE                                    3        GEN STU NON-LAB SCI REQ OR ELECTIVE

HUMANITIES ELECTIVES :  (* NOTE: CHOOSE 1 FOR AAS DEGREE TYPE; CHOOSE 2 FOR AA DEGREE  TYPE)
   HU111       3       INTRODUCTION TO DRAWING                   ART  101       3        DRAWING
   HU112       3       PAINTING                                  ART  102       3        LIFE DRAWING I
   HU113       3       ART HISTORY I                             ART  105       3        ART HISTORY I: CLASSIC AND MEDIEVAL
   HU114       3       ART HISTORY II                            ART  106       3        ART HISTORY II: RENAISSANCE & BAROQUE
   HU211       3       ART APPRECIATION                          ART  105       3        ART HISTORY I OR ART 106 OR ART 107
   HU212       3       MUSIC APPRECIATION                        MUS  101       3        SURVEY OF MUSIC HISTORY I OR MUSIC 102
   HU213       3       INTRODUCTION TO PHILOSOPHY                PHIL 101       3        INTRODUCTION TO PHILOSOPHY
   HU214       3       INTRODUCTION TO DRAMA                     ENG  217       3        SURVEY OF MODERN DRAMA
   HU221       3       WORLD LITERATURE I                                       3        GEN STUDIES LIT REQUIREMENT (G.S.L.R.)
   HU222       3       WORLD LITERATURE II                                      3        GEN STUDIES LIT REQUIREMENT (G.S.L.R.)
   HU223       3       AMERICAN LITERATURE I                     ENG  384       3        MAJOR AMER WRITERS TO 1860 OR G.S.L.R.
   HU224       3       AMERICAN LITERATURE II                    ENG  385       3        MAJ AMER WRITERS 1860 TO PRES. OR GSLR
   HU225       3       MODERN AMERICAN LITERATURE                ENG  386       3        MODERN AMERICAN FICTION OR G.S.L.R.
   HU226       3       HISTORY OF THE FILM                       ENG  115       3        INTRODUCTION TO FILM

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READING AREA COMMUNITY COLLEGE
EQUIVALENCY LIST BY CURRICULUM FOR
ALVERNIA COLLEGE

CES220

PAGE 1
C. E. Q.

CURRICULUM NUMBER: 15
CURRICULUM NAME: CHILD DEVELOPMENT (TEACHING)
DEGREE TYPE: AAS

COURSE NUMBER	# OF CREDITS	COURSE TITLE	COURSE NUMBER	# OF CREDITS	COURSE TITLE
BS131	3	THE INDIVIDUAL AND SOCIETY	SS 111	3	MAN IN SOCIETY
BS134	3	GENERAL PSYCHOLOGY	PSY 101	3	INTRODUCTORY PSYCHOLOGY
BS135	3	INTRODUCTION TO SOCIOLOGY	SOC 111	3	PRINCIPLES OF SOCIOLOGY
BS234	3	THE FAMILY	SOC 204	3	SOCIOLOGY OF THE FAMILY
HU121	3	ENGLISH COMPOSITION	COMM 101	4	FUND OF WRITING & LIBRARY RESEARCH
HU122	3	COMPOSITION & LITERATURE	ENG 101	3	INTRODUCTION TO LITERATURE
HU123	3	TECHNICAL WRITING	COMM 104	3	TECHNICAL WRITING
HU124	3	FUNDAMENTALS OF SPEECH	COMM 103	3	FUNDAMENTALS OF SPEECH
PS112	3	INTERPERSONAL RELATIONS AND COMMUNICAT.		3	PSYCHOLOGY OR SOCIOLOGY ELECTIVE
PS114	3	THE EXCEPTIONAL CHILD		3	EDUCATION ELECTIVE
PS121	3	ARTS AND CRAFTS	ED 211	3	TEACHING FINE ARTS IN ELEMENTRY SCHOOL
PS122	3	OBSERV. AND INTERPRET. OF CHILD BEHAVIOR	ED 206	3	ANALYSIS OF THE LEARNER OR ED 406
PS123	3	INTRODUCT. TO EARLY CHILDHOOD EDUCATION	ED 214	3	INTRODUCTION TO EARLY CHILDHOOD
PS125	3	LANGUAGE ARTS FOR EARLY CHILDHOOD	ED 305	3	TEACHING OF LANGUAGE ARTS
PS211	3	CHILD PSYCHOLOGY	ED 204	3	HUMAN GROW, DEVELOP & LEARNING OR PSY202
PS213	3	SOCIAL PROBLEMS	SOC 112	3	CONTEMPORARY SOCIAL PROBLEMS
PS221	3	CHILD DEVELOP. CURR.+ INSTRUCT.MATERIALS	ED 315	3	EARLY CHILDHOOD CURRICULUM II
PS222	6	PRACTICUM IN EARLY CHILDHOOD	ED 316	3	RELATED EXP EARLY CHILDHOOD ED OR ED405
SM112	3	FOUNDATIONS OF MATHEMATICS	MA 101	3	SURVEY OF MATHEMATICS
SM121	3	MAN AND THE BIOSPHERE	BIO 203	3	ENVIRONMENTAL PROBLEMS

HUMANITIES ELECTIVES : •(* NOTE: CHOOSE 1 FOR AAS DEGREE TYPE; CHOOSE 2 FOR AA DEGREE TYPE)

COURSE NUMBER	# OF CREDITS	COURSE TITLE	COURSE NUMBER	# OF CREDITS	COURSE TITLE
HU111	3	INTRODUCTION TO DRAWING	ART 101	3	BASIC DRAWING I
HU112	3	PAINTING	ART 401	3	PAINTING I
HU113	3	ART HISTORY I			
HU114	3	ART HISTORY II			
HU211	3	ART APPRECIATION	ART 205	3	ART APPRECIATION
HU212	3	MUSIC APPRECIATION	MUS 121	3	INTRODUCTION TO MUSIC
HU213	3	INTRODUCTION TO PHILOSOPHY	PHIL 104	3	CONTEMPORARY PHILOSOPHY
HU214	3	INTRODUCTION TO DRAMA	ENG 104	3	TRAGEDY & COMEDY
HU221	3	WORLD LITERATURE I	ENG 201	3	MASTERPIECES IN TRANSLATION: WORLD LIT
HU222	3	WORLD LITERATURE II	ENG 207	3	CONTEMP FICT & DRAMA OR ENG 310,ENG 403
HU223	3	AMERICAN LITERATURE I	ENG 203	3	EARLY AMERICAN POETRY
HU224	3	AMERICAN LITERATURE II	ENG 305	3	EARLY AMERICAN FICTION
HU225	3	MODERN AMERICAN LITERATURE	ENG 204	3	MOD AMER POETRY OR ENG 306 MOD AMER FICT
HU226	3	HISTORY OF THE FILM	COMM 202	3	INTERPRETATION OF FILM

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TIME  16:22.45                  EQUIVALENCY LIST BY CURRICULUM FOR                       CES220               C. E. Q.
                                        KUTZTOWN UNIVERSITY
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     NUMBER   CREDITS                COURSE TITLE                    NUMBER     CREDITS                 COURSE TITLE
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CURRICULUM NUMBER: 15
CURRICULUM NAME:    CHILD DEVELOPMENT (TEACHING)
DEGREE TYPE:        AAS

     BS131       3       THE INDIVIDUAL AND SOCIETY                                  3      SOCIAL SCIENCE ELECTIVE
     BS134       3       GENERAL PSYCHOLOGY                         PSY  011         3      GENERAL PSYCHOLOGY
     BS135       3       INTRODUCTION TO SOCIOLOGY                  SOC  010         3      PRINCIPLES OF SOCIOLOGY
     BS234       3       THE FAMILY                                 SOC  120         3      MARRIAGE AND THE FAMILY
     HU121       3       ENGLISH COMPOSITION                        ENG  001         3      ENGLISH COMPOSITION I
     HU122       3       COMPOSITION & LITERATURE                   ENG  010         3      INTRODUCTION TO LITERATURE
     HU123       3       TECHNICAL WRITING                          ENG  205         3      SCIENTIFIC WRITING
     HU124       3       FUNDAMENTALS OF SPEECH                     SP   010         3      FUNDAMENTALS OF SPEECH
     PS112       3       INTERPERSONAL RELATIONS AND COMMUNICAT.    SP   130         3      INTERPERSONAL COMMUNICATION:INTRODUCTION
     PS114       3       THE EXCEPTIONAL CHILD                      PSY  160         3      PSYCHOLOGY OF EXCEPTIONAL CHILDREN
     PS121       3       ARTS AND CRAFTS                            ELU  110         3      VISUAL ARTS EXPERIENCE IN ELEMENTRY ED
     PS122       3       OBSERV. AND INTERPRET. OF CHILD BEHAVIOR                    3      ELEMENTRY EDUCATION ELECTIVE
     PS123       3       INTRODUCT. TO EARLY CHILDHOOD EDUCATION    ELU  130         3      INTRO TO EARLY CHILDHOOD EDUCATION
     PS125       3       LANGUAGE ARTS FOR EARLY CHILDHOOD
     PS211       3       CHILD PSYCHOLOGY                           PSY  110         3      CHILD PSYCHOLOGY
     PS213       3       SOCIAL PROBLEMS                            SOC  110         3      CONTEMPORARY SOCIAL PROBLEMS
     PS221       3       CHILD DEVELOP. CURR.+ INSTRUCT.MATERIALS
     PS222       6       PRACTICUM IN EARLY CHILDHOOD
     SM112       3       FOUNDATIONS OF MATHEMATICS                 MATH 015         3      INTRODUCTION TO MATHEMATICS
     SM121       3       MAN AND THE BIOSPHERE                      BIO  130         3      MAN AND THE ENVIRONMENT
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HUMANITIES ELECTIVES :  (* NOTE: CHOOSE 1 FOR AAS DEGREE TYPE; CHOOSE 2 FOR AA DEGREE  TYPE)
     HU111       3       INTRODUCTION TO DRAWING                    ART  021         3      DRAWING I
     HU112       3       PAINTING                                   FAR  111         3      INTRODUCTION TO PAINTING
     HU113       3       ART HISTORY I                                               3      ART HISTORY ELECTIVE
     HU114       3       ART HISTORY II                                              3      ART HISTORY ELECTIVE
     HU211       3       ART APPRECIATION                                            3      ART HISTORY ELECTIVE
     HU212       3       MUSIC APPRECIATION                         MUS  010         3      INTRODUCTION TO MUSIC LITERATURE
     HU213       3       INTRODUCTION TO PHILOSOPHY                 PHIL 010         3      INTRODUCTION TO PHILOSOPHY
     HU214       3       INTRODUCTION TO DRAMA                                       3      ENGLISH LITERATURE ELECTIVE
     HU221       3       WORLD LITERATURE I                         END  083         3      WORLD LITERATURE I
     HU222       3       WORLD LITERATURE II                        ENG  084         3      WORLD LITERATURE II
     HU223       3       AMERICAN LITERATURE I                      ENG  103         3      AMERICAN LITERATURE I
     HU224       3       AMERICAN LITERATURE II                     ENG  104         3      AMERICAN LITERATURE II
     HU225       3       MODERN AMERICAN LITERATURE
     HU226       3       HISTORY OF THE FILM                        ENG  141         3      LITERATURE AND FILM

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TIME  16:23.57                  EQUIVALENCY LIST BY CURRICULUM FOR                   CES220                 C. E. Q.
                                       MILLERSVILLE UNIVERSITY
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    COURSE   # OF
    NUMBER  CREDITS                  COURSE TITLE                   COURSE      # OF
                                                                    NUMBER     CREDITS                  COURSE TITLE
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 CURRICULUM NUMBER: 15
 CURRICULUM NAME:    CHILD DEVELOPMENT (TEACHING)
 DEGREE TYPE:        AAS

    BS131        3       THE INDIVIDUAL AND SOCIETY                             3         SOCIAL SCIENCE ELECTIVE
    BS134        3       GENERAL PSYCHOLOGY                    PSY   100        3         GENERAL PSYCHOLOGY
    BS135        3       INTRODUCTION TO SOCIOLOGY             SOC   111        3         PRINCIPLES OF SOCIOLOGY I
    BS234        3       THE FAMILY                            SOC   210        3         SOCIOLOGY OF THE FAMILY
    HU121        3       ENGLISH COMPOSITION                   ENG   110        3         ENGLISH COMPOSTION, MUST HAVE "C"
    HU122        3       COMPOSITION & LITERATURE                               3         ENG ELECTIVE
    HU123        3       TECHNICAL WRITING                     ENG   216        3         TECHNICAL WRITING
    HU124        3       FUNDAMENTALS OF SPEECH                SP    100        3         FUNDAMENTALS OF SPEECH
    PS112        3       INTERPERSONAL RELATIONS AND COMMUNICAT. PSY 334        3         HUMAN RELATIONS
    PS114        3       THE EXCEPTIONAL CHILD                 SP ED101         3         ORIENTATION TO SPECIAL EDUCATION
    PS121        3       ARTS AND CRAFTS                       EL ED315         3         CREATIVE EXPERIENCES FOR THE YOUNG CHILD
    PS122        3       OBSERV. AND INTERPRET. OF CHILD BEHAVIOR ED 300        3         FIELD EXPERIENCES
    PS123        3       INTRODUCT. TO EARLY CHILDHOOD EDUCATION EL ED111       3         INTRODUCTION TO EARLY CHILDHOOD EDUC.
    PS125        3       LANGUAGE ARTS FOR EARLY CHILDHOOD                      3         EL ED ELECTIVE
    PS211        3       CHILD PSYCHOLOGY                      PSY   225        3         CHILD PSYCHOLOGY
    PS213        3       SOCIAL PROBLEMS                       SOC   217        3         SOCIAL PROBLEMS
    PS221        3       CHILD DEVELOP. CURR.+ INSTRUCT.MATERIALS EL ED100      3         INTRO TO ELEMENTARY EDUCATION
    PS222        6       PRACTICUM IN EARLY CHILDHOOD          EL ED212         3         SEMINAR IN PRE-KINDERGARTEN
    SM112        3       FOUNDATIONS OF MATHEMATICS            MA    100        3         INTRO TO MATHEMATICS
    SM121        3       MAN AND THE BIOSPHERE                 BIO   141        3         SYMPOSIUM IN ENVIRONMENTAL SENSITIVITY

 HUMANITIES ELECTIVES :  (* NOTE: CHOOSE 1 FOR AAS DEGREE TYPE, CHOOSE 2 FOR AA DEGREE  TYPE)
    HU111        3       INTRODUCTION TO DRAWING               ART   133        3         DRAWING I
    HU112        3       PAINTING                              ART   252        3         PAINTING I
    HU113        3       ART HISTORY I                         ART   301        3         ART HISTORY, PRE-HISTORY-MIDDLE AGES
    HU114        3       ART HISTORY II                        ART   302        3         ART HISTORY: RENAISSANCE TO 19TH CENTURY
    HU211        3       ART APPRECIATION                      ART   100        3         ART IN CULTURE, NON-MAJORS
    HU212        3       MUSIC APPRECIATION                    MUSIC100         3         MUSIC AND CULTURE
    HU213        3       INTRODUCTION TO PHILOSOPHY            PHIL  100        3         INTRO TO PHILOSOPHY
    HU214        3       INTRODUCTION TO DRAMA                                  3         ENGLISH ELECTIVE
    HU221        3       WORLD LITERATURE I                    ENG   131        3         WORLD LITERATURE I
    HU222        3       WORLD LITERATURE II                   ENG   132        3         WORLD LITERATURE II
    HU223        3       AMERICAN LITERATURE I                 ENG   261        3         EARLY AMERICAN LITERATURE
    HU224        3       AMERICAN LITERATURE II                ENG   262        3         LATER AMERICAN LITERATURE
    HU225        3       MODERN AMERICAN LITERATURE            ENG   363        3         MODERN & CONTEMP AMER LIT 1920-PRESENT
    HU226        3       HISTORY OF THE FILM                   ENG   170        3         INTRODUCTION TO FILM

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BONNIE PRICE

Alvernia College/Reading Area Community College

Articulation Meeting - Education and The Social Sciences

Sister Charlene, Mrs. Peterson, Dr. Price, Messrs. Matzelle and Reitz were in attendance.

The compatibility of transfer courses for students transferring to Alvernia College upon completion of the two year program at R.A.C.C. was discussed.

Sister Charlene, Mrs. Peterson, and Dr. Price reached a tentative agreement on the following:

R.A.C.C.		Alvernia College	
BS131	The Individual & Society	SS111	Man in Society
BS132	American Government	PS111	American Democratic Government
BS133	State & Municipal Gov't.	PS112	Municipal Government
BS134	General Psychology	PSY101	Introductory Psychology
BS135	Introduction to Sociology	SOC111	Principles of Sociology
BS136	Introduction to Anthropology	SOC201	Introductory to Social & Cultural Anthropology
BS138	Abnormal Psychology	PSY403	Abnormal Psychology
BS233	Social Psychology	PSY405	Social psychology
BS234	The Family	SOC204	Sociology of the Family
BS235	Sociology of Gender	SOC411	Sociology of Women
PS111	Intro. to Human Services	SW201	Intro. to Social Work
PS113	Organizational Behavior		Sociology or Social Work Elective
PS114	The Exceptional Child		Education Elective
PS121	Arts & Crafts	ED211	Teaching Fine Arts in El. School
PS122	Observation & Interpretation of Child Behavior	ED206 ED406	Analysis of the Learner and Tutoring and Teacher Aide
PS123	Intro. to Early Childhood Ed.	ED214	Intro. to Early Childhood
PS125	Language Arts for Early Childhood	ED215	Early Childhood Curriculum I
PS141	Nature & Functions of the Criminal Justice System	CJ101	Intro. to Criminal Justice
PS142	Correctional Rehabilitation	CJ103	Corrections & Rehabilitation
PS143	The Judicial Process	CJ302	Judicial Process & Procedure
PS211	Child Psychology	ED204 PSY202	Human Growth, Development & Learning and Child Development Psychology
PS212	Adolescent Psychology	PSY205	Adolescent Psychology
PS213	Social Problems	SOC112	Contemp. Social Problems
PS215	Mental Health	PSY102	Dynamics of Human Adj.
PS217	Psych. of Adulthood & Aging	SOC422	Tutorial & Reading in Soc.
PS218	Field Work in SW/MH	SW401	Field Instruction I
PS221	Child Development Curriculum and Instructional Materials	ED315	Early Childhood Curriculum II
PS222	Practicum in Early Childhood	ED316 ED405	Related Experience in Early Childhood Education and Organization of the Learning Situation

APPENDIX K

PA. ACCESS Membership

PENNSYLVANIA ACCESS

Community College of Allegheny County
808 Ridge Ave.
Pittsburgh, PA 15212
(412) 237-2637
Dr. James Hughes
Dr. Yvonne Davis

Bucks County Community College
Swamp Road
Newton, PA 18940
(215) 968-8000
Dr. Ruth Frank

Harrisburg Area Community college
3300 Cameron street
Harrisburg, PA 17110
(717) 780-2476
Roberta Bilous
Vicky McCullough

Luzerne County Community College
R.D. 1 Box 150B
Drums, PA 18222
(717) 735-8300 or 829-7404
Anne Campbell

Montgomery County Community College
340 DeKalb Pike
Blue Bell, PA 18017
(215) 641-6327
Debra Levin
Dr. Albert Rauer

Northampton County Community College
3835 Green Pond Road
Bethlehem, PA 18017
(215) 861-5473
Anne Marie Whildin
Becky Gorton
Lanita Kemezis
Kathy Roberti

Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
Millie Berg
Ruth Bacon
Marjorie Grubb
Vivian Morris

Reading Area Community College
Box 1706
Reading, PA 19603
(215) 372-4721
Judith Peterson
Diane Anderson
Robin Wentzel
Dr. Gene Wilkins

Westmoreland Community College
College Station Armburst Road
Youngwood, PA 15697
(412) 836-1600
Mary Stubbs
Kathryn Hricenak

APPENDIX L

Letter Requesting Support of Academic Deans

READING AREA COMMUNITY COLLEGE
box 1706 reading, pennsylvania 19603 (215) 372-4721

Gene Wilkins **Vice-President Academic Affairs**

April 2, 1985

Judy Peterson
Reading Area Community College
P.O. Box 1706
Reading, PA 19603

Dear Judy:

It is with great pleasure that I am supporting your proposal for the study you are conducting in Early Childhood Education. I will be presenting to the Chief Academic Officers of all the Community Colleges in the state of Pennsylvania your proposal. I am sure that they will give you full support.

I wish you continued success in this study because I know it will be of great value not only to our college but to the state of Pennsylvania. If I can be of any further assistance, please do not hesitate to give me a call.

Sincerely,

Gene Wilkins

Gene Wilkins, Ed.D.
Vice President of Academic Affairs

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APPENDIX M

PA. ACCESS Correspondence and Minutes

Dear Colleague:

In November 1983 I became president of ACCESS (American Association of Community College Early Childhood Educators). This is an organization which meets annually at the NAEYC convention.

This year ACCESS will meet in New Orleans in November. If you are interested in meeting with other professionals to share concerns, ideas and successes, please check the enclosed information.

If you are interested in discussing guidelines for two-year programs in early childhood teacher education, please fill in the attached survey. A personal interview and a telephone survey indicated that there is an interest in networking in Pennsylvania.

Newsletters are written to share current research, program strengths, and teaching suggestions. A section is also directed toward current job openings in the field of early childhood.

Please consider membership in this organization. The annual dues are $10.00 per year. New members pay $15.00 for the first year of membership.

We need some time to grow as professional and to network with others as we advocate for excellence in early chilhood education. I hope you will mail your check and the enclosed survey today.

In the interest of children,

Judith A. Peterson
President, ACCESS

SUGGESTIONS FOR GUIDELINES
FOR TWO-YEAR TEACHER
TRAINING PROGRAMS

1. What are the goals of an A.A. Degree Program in Early Childhood?
   a.
   b.

2. What components of an A.A. Degree Program are needed to accomplish the goals?
   a.
   b.
   c.

3. What level of proficiency in practice should be produced in an A.A. graduate?
   a.
   b.
   c.

4. How should the CDA competencies be incorporated in an A.A. program?
   a.
   b.

5. Comments

I have read the four-year guidelines adopted by NAEYC.

I am interested in a meeting to discuss two-year guidelines.

I am interested in meeting with other PA. community college educators.

I am interested in a State Network of Community College Educators.

Dear

The meeting at Harrisburg Area Community College was a success. Although the organization of a network for Early Childhood teacher educators is my doctoral project for NOVA University, I fully intend to continue the organizational efforts at the completion of my practicum.

An affiliate of ACCESS was formed and will meet at least four times this year.

NAEYC guidelines were thoroughly discussed so that Pennsylvania educators can have their opinions expressed in a position paper written to NAEYC.

The group agreed that the timing for the organization is perfect because of the national effort to upgrade standards and increase quality.

The entire effort can best be expressed by parts of two letters I received following the meeting:

> I just wanted to take a minute to let you know how much I appreciated your work in planning the meeting last Friday. I felt that it was very successful in getting all of us to share our ideas and concerns. It's always helpful to discuss our programs and learn from others. I think, too, that as a group we can be a powerful voice in helping to direct the future of early childhood education.
>
> Debbie Levin
> Montgomery County Community College

> It was a professional pleasure for me to have the opportunity to meet with you and the other early childhood educators Friday at HACC. We at WCCC are anxious to actively participate as members of ACCess in Pennsylvania. We are also looking forward to participating in the networking endeavors that you outlined so enthusiastically. The program of the day was encouraging and stimulating for me. Westmoreland County Community College is looking forward to growing and cooperating through ACCESS this year.
>
> Kathryn Hricenak
> Westmoreland County Community College

I hope to see you at the next meeting at Northampton County Area Community College.

In the interest of children,

Judith A. Peterson

Dear

I hope you are able to attend the second meeting of PA. Community College Early Childhood Educators. Thank you again for helping me organize this group.

We will meet at Northampton County Area Community College on Friday, May 3, 1985, at 10:00 A.M. (F building - North Campus)

Lunch will consist of a box lunch for $2.50. Please call Anne Marie Whildin (215-861-5473) to confirm your attendance.

I am looking forward to discussing campus child care, proposed DWP regulations, and the practicum courses.

In the interest of children,

Judith A. Peterson

PA. ACCESS
Minutes
May 3, 1985

Attendance:
Roberta Bilous
Vicky McCullough
Ruth Bacor
Millie Berg
Vivian Morris
Katherine Roberti
Ann Campbell
Anne Marie Whildin
Rebecca Gorton
Lanita Kemezis
Marjorie Grubb
Judith Peterson

A.M. Session:

Anne Marie Whildin hosted the meeting at Northampton Community College and led discussions on the following topics:

1. Proposed DPW Regulations. Judy Peterson and Anne Marie Whildin will prepare a letter for the next meeting.
2. Family Day Care Requirements. Lanita Kemezis and Roberta Bilous agreed to prepare a letter concerning standards for staffing and training.
3. A needs assessment for PA. ACCESS was completed.

P.M. Session:

1. CDA Training was discussed by Roberta Bilous.
2. The act requiring background checks for new employees and volunteers in child care centers after July 1 was discussed. An ammendment is pending to move the date to January 1, 1986.
3. Anne Marie Whildin distributed a survey concerning practicum requirements.
4. Members were encouraged to write to Arlan Spector to praise him for his position in advocacy for children.

Dear Colleague,

The second meeting of Pennsylvania's ACCESS affiliate was a success. Ideas flowed so freely that it was impossible to complete the agenda.

The staff from Northampton was eager to set up a comfortable atmosphere. Kathy Roberti's tour of the campus centers was a highlight of the day because she was able to answer so many of our questions. Lanita Kemizis shared much of her expertise as a family day care trainer. (Lanita has been asked to present her program at the NAEYC convention in New Orleans.) We appreciated the participation of Becky Gorton, who was busy with CDA responsibilities, and unable to attend the full session. Anne Marie Whildin, needless to say, provided the coordination of a well-spent day.

The next meeting will be held on Friday, July 7, 1985, at Luzerne County Community college. Although we will attempt to return to Harrisburg again, it has been the group's consensus that visiting individual campuses is helpful and productive at this time.

ACCESS Meeting
July 7th 10:00 - 2:00
Luzerne County Community College
Educational Conference Center - Room 118
(717) 829-7404 before July 3rd
Directions will be mailed

If you were unable to attend the meeting, please consider reserving July 7th.

In the interest of children,

Judith A. Peterson

Dear Colleague,

The third meeting of Pennsylvania ACCESS wil take place on July 7 from 10 a.m. - 2 p.m. at Luzerne Community College. (Educational Conference Center - Room 118)

Lunch will be provided at the college's expense. Please call Anne Campbell (717-829-7404) before July 3 if you expect to attend.

The agenda will include a discussion of practicum courses, infant-toddler programs, proposal DPW regulations and a position statement for Family Day Care personnel. Practicum syllabi, related material and texts will be shared.

If you have any items for the agenda, please call me (215-272-2741). We are looking forward to meeting on July 7.

In the interest of children,

Judith Peterson

Dear

It was certainly a professional uplift to see so many individuals interested in networking at our last meeting. Thank you for your continued support. When the project is complete, I will mail a copy of my proposal to each college.

If you have any discussion topics which we could include, we will be pleased to do so. If you would like to host a meeting, please choose a date and let me know.

Tentative Dates 1985-1986:
- Friday, Sept. 13
- Friday, Nov. 1 (Reading Area Community College prior to NAEYC Convention)
- Friday, Feb. ?
- Friday, May ?

Any contribution to the national ACCESS newsletter would be appreciated. If you would like to share information about any specific aspect of your program, a few short paragraphs will do.

Although my coordination efforts for this network were initially the result of a doctoral endeavor, I will continue to be actively involved. We are learning the value of serendipity and synergy. If you have not joined ACCESS please send $15.00 as soon as possible. The fee will carry over until October 1986. I would also appreciate the names of any part-time instructors at your college.

In the interest of children,

Judith A. Peterson

Mail to: Judith A. Peterson
Reading Area Community College
10 South 2nd St.
Reading, PA 19603

I expect to attend.

I am interested in the following topic for future meetings.

I am willing to lead a discussion on the following topic:

Dear

Pennsylvania ACCESS will hold the first meeting of the 1985-86 academic year at Montgomery County Community College on September 27. Additional information will be mailed in a few weeks.

The second meeting is scheduled for November 1 at Reading Area community College. This will be the final discussion of PA. state guidelines prior the NAEYC convention in New Orleans. If you plan to attend the conference, please contact me as soon as possible.

I am looking forward to continuing our efforts in networking. If you have topics which you would like to discuss, please let me know.

In the interest of children,

Judith A. Peterson

Dear

The hurricane was a perfect answer to the calm we all needed - an unplanned day off! The home telephone numbers helped us cancel the PA. ACCESS meeting scheduled for September 28.

Debbie and I rescheduled a PA. ACCESS meeting at Montgomery Community College for Monday, October 28.

(note: The November meeting scheduled at Reading Area Community College will not be held on November 1.)

Please plan to attend on October 28.

Time: 9:30 - 1:30
Place: Conference Room in Library
Montgomery County Community College
Lunch: Provided at Montco

Agenda:
1. DPW regulations
2. Coordination of classroom theory and the campus or community center
3. Program evaluation
4. Marketing the Early Childhood Program to the community

Again, thank you for your cooperation. Please call Debra Levin (215) 641-6333 by October 25 if you plan to attend.

Sincerely yours,

Judy Peterson

PA ACCESS Minutes
Montgomery County Community College
October 28, 1985

Helen Gingrich
Rebecca Gorton
Debra Levin
Judy Peterson
Dr. Albert Rauer
Robin Wentzel
Anne Mrie Whildin

Topics Discussed:

A. Montgomery County Campus Child Care Center presentation
B. DPW Regulations
C. Program development at Northampton Area Community College
D. Alternatives for the student who academically cannot complete degree program
   Entrance requirements
   Standardization of programs
E. NAEYC's proposed guidelines
   Distribution planned on November 22, 1985
F. Transfer agreements
G. Advocacy for quality standards
H. Adoption of PA guidelines on state level

The next meeting is scheduled for Friday, November 22, at Reading Area community College

Dear ACCESS Members:

Pennsylvania ACCESS began its second year at a meeting at Montgomery County Community College on Monday, October 27.

There were four topics scheduled on the agenda:

1) Articulation between the classroom and the college center
2) DPW regulations
3) Program Evaluation
4) Marketing the programs to the community

The first two topics were covered in depth. As a result, some tangents were followed which led to new discussion areas. Group members were in agreement that the organization must begin to try to influence state level decisions. There is also a need to inform the private providers about issues involving guidelines for qualify caregiving. The content of a two year degree program, and its characteristics will be centered around NAEYC's new guidelines for two year institutions. (Last year the proposal guidelines were carefully reviewed by the group at several meetings. Judy Peterson presented the views of Pennsylvania ACCESS in a position paper used as a basis for writing the guidelines. The national guidelines will be finalized at the NAEYC in November. It will then be up to PA. ACCESS to decide whether to formally accepts the guidelines and present them on the state level.)

As you can see, the next meeting is an important one to attend:

Friday, November 22
9:30-2:00
Reading Area Community College
(215) 372-4721 ext. 295
Judy Peterson, Coordinator

Agenda for the November meeting will include:

9:30-9:45	Introductions
9:45-10:45	Presentation of NAEYC's Two Year Guidelines
10:45-11:45	Discussion concerning state meetings with DPW and Department of Education
11:45-1:00	Lunch - (Provided)
1:00-2:00	Program Evaluation Sharing (Please bring copies of past evaluations to share as well as outlines.)

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We are asking that no additional topics be added to the agenda at this time. There is always time for informal networking, however, some items from the past agenda must be covered.

The group has definitely found several purposes to continue. The remaining scheduled meeting will be at Westmoreland County College in April.

Again, I would like to thank all of you for your active participation. I realize that it is not always convenient to attend every session but I hope you will visit Reading on November 22. (Perhaps a guided tour of the outlets between 2:00 and 5:00 p.m. will further entice you!)

In the interest of children,

Judith A. Peterson,
Coordinator/Early Childhood Education
Instructor

eme

Name -

Phone -

____ I plan to attend the meeting of PA. ACCESS at Reading Area Community College on Friday, November 22.

____ I would be interest in a guided tour of the outlets between 2 and 5 p.m.

____ Number attending.

Please include names and address of adjunct faculty:

Please list any information needed such as text book suggestions, addresses, after school care info., etc.

Please return as soon as possible to:

Judith Peterson
Reading Area Community College
Box 1706

Dear

The fifth meeting of Pennsylvania ACCESS was held at Reading Area Community College on Friday, November 22nd.

At this meeting, Dr. Al Rauer, who accompanies Debra Levin, program coordinator for Montgomery County Community College, expressed a concern about the future for early childhood and elementary education programs, because of new changes in teacher certification programs expected to be effective July 1, 1987.

If you are unaware of the changes including a basic studies test and a professional studies test, contact the Department of Educatio. Al Rauer will be contacting you soon to assess an interest in using PA. ACCESS as a unified voice for the benefit of community college early childhood programs.

Other topics covered at the meeting included the mailing of a letter stating the recommendations of PA. ACCESS concerning proposed changes in DPW regulations.

The constitution for PA. ACCESS was adapted from the constitution of the national organization. It was agreed that officers are unnecessary. Judy Peterson will serve as PA. ACCESS Coordinator until September, 1986. Roberta Bilous has agreed to serve as recorder until the same date. Sub comitties were formed to remain informed in the following areas:

Department of Education/Transfer
Debra Levin
Al Rauer
Anne Campbell

Department of Education/Preschool Certification
Dr. Ruth Frank

Department of Public Welfare
Judy Peterson
Anne Marie Whildin

CDA Training
Roberta Bilous
Rebecca Gorton

Family Day Care
Lanita Kazmenis

Child Care Center Operation
Kathy Roberti

The subcommittees will serve as resource persons and will prepare statements for advocacy by PA. ACCESS when needed.

Copies of the NAEYC guidelines are being mailed to all network participants.

A tour of the RACC Early Learning Center was conducted by head teacher Lori Corrigan.

Since we are not all able to attend each meeting, future meetings will be taped.

Thank you for your support during the first year of organization of PA. ACCESS.

Sincerely yours,

Judith A. Peterson

APPENDIX N

PA. ACCESS Adaption of NAEYC Guidelines

Pennsylvania ACCESS

Constitution Questionnaire

I have read the proposed PA. ACCESS constitution and bylaws as adapted from the ACCESS constitution and bylaws

Yes No

I approve of using the constitution in its present form

Yes No

I will approve the adoption of the constitution with the following changes:

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PENNSYLVANIA ACCESS-AN AFFILIATE OF ACCESS
AMERICAN COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATORS

CONSTITUTION

ARTICLE I NAME

This organization shall be a self-governing association known as (Pennsylvania ACCESS affiliate of American Community College Early Childhood Educators) and operate under the acronym of "PA ACCESS".

ARTICLE II GOALS & PURPOSES

Section 1. It shall be the general purpose of this organization to: Clarify and advocate the Community College role in the sequential para-professional - professional preparation of educators of young children and their teachers; facilitate the articulation process from high school through to graduate schools; disseminate program information and issues and concerns of Community/Junior College Early Childhood Educators to the college within Pennsylvania and communicate with the national organization, ACCESS.

Section 2. The organization shall conduct programs and activities in keeping with tax-exempt purposes of a non-profit organization and shall modify its program accordingly.

Section 3. It is the stated will of this organization that it remain under the umbrella of ACCESS (American Association of Community College Early Childhood Educators) and the National Association for the the Education of Young Children (NAEYC) in order to cooperate with, influence new directions of, and give support to the purposes and goals of the NAEYC for the education and welfare of all young children as they relate to the American Community/Junior Colleges. It will be imperative that each college maintains association with the local affiliate of NAEYC and PENN AEYC, the state organization.

Section 1. The following person shall be members of this organization:
a. American Community/Junior College personnel with an assignment in Early Childhood Education.
b. Personnel involved in children's centers connected to American Community/Junior Colleges.
c. Associates shall include personnel (not included in Section 1. a. & b. above) with teacher training responsibilities.

Section 2. Payment of the annual membership fee shall constitute recognition of membership. General membership fees shall be reviewed annually by the Executive Committee and will include membership in the national organization.

Section 3. Voting Rights:
a. Each member shall have one (1) vote in each election process.
b. Associates shall participate in all activities except voting rights.

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Section 4. Tenure of Membership:
When a member no longer functions in any role defined in Article III, Section 1, his membership shall terminate upon conclusion of each fiscal year. Continuing membership calls for satisfaction of the criteria for membership as defined in Article III, Section 1.

ARTICLE IV OFFICERS OF THE ORGANIZATION

Section 1. Leadership Positions

a. There will be no elected officers.
b. The leadership positions of this organization shall be chairperson and recorder and will be filled by appointment every two years.

Section 2. Appointments:

a. Appointments shall be made every two years and shall be held at the general assembly. Tenure shall begin the following fiscal year by the preceding chairperson and approval by the entire group.
b. The term of the office shall stand for 2 years.
c. The chairman shall be elected in the even years.
d. A nominating committee shall be appointed by the chairperson for the purpose of placing names before the Association for the selection of chairperson and recorder.
e. Chairpersons of standing committees shall be appointed by the chairperson.
f. When any office becomes vacant due to resignation or any other cause, the chairperson shall appoint a successor to fill the unexpired term of office.
g. Representation from across the state shall be emphasized in seeking candidates for the offices.

Section 3. Duties of Officers:

a. The duties of the leadership positions shall be those usually devolving upon such officers. The chairperson shall serve as coordinator of all general and special meetings of the organization. In the event of his/her absence, the duties shall be delegated to another member.
b. The recorder shall assume responsibility for maintaining adequate communications, shall promote the articulation of committee activities and shall assist the chairperson in the interest of the Association.
c. The coordinator will exercise general control of the affairs and interests of the association and shall plan the meetings of the organization and recommend for organization action the general policies to be observed by the organization. Nothing in this section shall preclude a proposal by any member on any policy or particular matter for an organization motion thereon at the business meeting of this organization.

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ARTICLE V MEETING

Section 1. General Meetings:
General Meetings shall be called at least twice each year under the umbrella of the ACCESS and NAEYC.

Section 2. Special meetings shall be called as deemed necessary by two or more members.

Section 3. Committee meetings shall be called at the discretion of each committee chairperson.

Section 4. Notice of all general and special meetings shall be mailed to the membership by the chairperson or recorder at least fifteen days prior to such meeting date.

Section 5. All general and special meetings shall be conducted informally by consensus unless otherwise deemed essential.

BY-LAWS

ARTICLE I OBJECTIVES

Section 1. Objectives - The specific objectives of this organization shall be:

a. To develop information exchanges of teaching and learning through appropriate journals, newsletters, and other channels to share common problems and alternative solutions within the community college Early Childhood Development Programs in Pennsylvania.
b. To assist in sponsoring appropriate legislation or initiate other action which would be of special concern or interest to Early Childhood Development Educators and campus related center directions.
c. To foster cooperation and coordination among institutions with common interests of instruction and learning in Early Childhood Development.
d. To assist in any liaison, affiliate, or other kinds of co-operative activities with other appropriate organizations.
e. To disseminate information about issues concerning young children to the community at large.

ARTICLE II OFFICERS

Section 1. The chairperson shall serve as an ex-officio member of all committees. She/he make all appointments and fill all interim vacancies.

Section 2. The recorder shall keep complete and accurate minutes of all meetings of the organization, including those of the executive committee. She/he shall keep the roster of the members.

ARTICLE III EXECUTIVE COMMITTEE AND OTHER COMMITTEES

Section 1. Members may vote by mail ballot when so requested by the chairperson on matters requiring attention between meetings. A majority vote shall constitute action.

Section 2. Standing Committees:

Standing committees shall be constituted as deemed appropriate by the chairperson for the purpose of implementing the goals of the Association.

Membership and chairmanships of these committees shall be at the discretion of the president and shall serve during the tenure of the president making the appointment.

Duties and activities of these committees shall be to study, investigate, research, and analyze all aspects of the subject areas indicated by the titles of the committees as they may fall within the province of Early Childhood Education community colleges and to disseminate information so derived to the membership as well as to recommend and initiate action by the organization.

Section 3. Ad Hoc Committee

Ad hoc committees may be convened by the president, or by any member of the Executive Committee to study or resolve questions.

ARTICLE V MEMBERSHIP DUES

Individual membership dues shall be determined by the association and shall include national dues payable to ACCESS. The membership year shall be from November 1 through October 31. A member shall be considered in good standing if his dues are paid for the current year.

ARTICLE V DELEGATES TO OTHER ORGANIZATIONS

The chairperson may appoint an official delegate to represent the PA ACCESS at various ECE organizations and/or related conferences.

ARTICLE VI AMENDMENTS

These By-laws may be amended at any stated general meeting of the organization by a two-thirds vote of the members in attendance.

ARTICLE VII DISSOLUTION

Section 1. This organization will be dissolved only due to lack of interest of stated goals and objectives.

Section 2. It will take a two-thirds majority vote of the general assembly to dissolve this organization.

Section 3. PA ACCESS will distribute its assets to a non-profit organization with similar goals/objectives as determined by a majority vote of the general assembly.

APPENDIX O

PA. ACCESS Response to Proposed Regulations for Child Care Centers Licensed by Pennsylvania Department of Public Welfare

Judith A. Peterson
1305 Dogwood Drive
West Lawn, PA 19609

November 8, 1985

Dear

Members of the Pennsylvania ACCESS, an affiliate of ACCESS (American Association of Community College Early Childhood Educators), have been meeting to discuss the new NAEYC guidelines for teacher education in two year institutions.

During our past few meetings a copy of proposed changes Title 55 Chapter 3270 of the Pennsylvania DPW regulations was thoroughly discussed. The group of college educators would like to recommend reconsideration of some proposed regulations and a decision to retain others as presently stated.

Several of the proposed changes in the Department of Welfare regulations have been disconcerting to us as college instructors. The changes are being considered at a time when the quality of care must approach the most ideal situation possible. Minimal standards must be raised to extend beyond those directed toward health and safety. Our concern is that the minimum stated in regulations often become the maximimum standard in practice.

In general, the proposed regulations have more than adequately addressed health and safety in most areas. However, we would like to see the educational components of child care centers be considered equally.

Members of our group are available to come to Harrisburg to discuss the rationale for these recomendations and would like to be included in future hearings. Thank you for considering our request.

In the interest of children,

Judith A. Peterson

MAJOR POSITION

"we don't believe that experience alone or a degree in another field (even elementary education without courses in child development and early childhood education) provides the knowledge of young children and early childhood curriculum needed to teach young children." (Feeney and Moravaik, 1983)

It has been a general assumption that the teacher sets the tone for any preschool program and is instrumental in determining quality as well as safety.

PRIMARY CONCERNS:

AGE OF STAFF

Present - 75. All direct caregiving staff shall be at least 17 years of age.

Proposed - 3270.19. Age of staff. (a) All direct caregiving staff, including volunteers, must be at least 15 years of age. (b) All direct caregiving staff and volunteers counted in the staff-child ratio must be at least 16 years of age.

PA ACCESS Recommendation - No change to present regulations.

DIRECTOR

Present - 81. When an administrator is not employed, a director shall have the following responsibilities:

- administering the operation of finances, personnel, maintenance, meal planning and preparation, janitoial services, and transportation if provided:
- insuring that program objectives and activities are carried out:
- holding regular staff meetings to discuss program plans and interpret policies:
- providing for orientation and ongoing competency-oriented in-service training for all staff and volunteers:
- insuring the maintenance or records and reports which are required by the Department:
- assuring that the specific skills and training of the staff are reflective of the population served:
- designating a person to be responsible in his/her absence for any part of the day:
- coordinating and planning daily activities with the group supervisor:
- supervising direct caregiving staff: and
- developing the overall program.

Proposed - 3270.22.(c) The director shall be responsible for the general management of the facility, including:
(1) administering finances, personnel, maintenance, meal planning and preparation, and transportation, if provided;
(2) assuring that the facility's program objectives and activities are carried out;
(3) assuring the safety and protection of the children;
(4) designating a person to be responsible in his or her absence;
(5) assuring compliance with this Chapter; and,
(6) coordinating and planning daily activities and the overall program with the group supervisor.

PA ACCESS Recommendation - Add: insuring the maintenance of records and reports which are required by the Department (Specify developmental records and other required records).

DIRECTOR'S QUALIFICATIONS

Present - 83. The director shall have the following qualifications:
- completion of a graduate program at an accredited college or university with a master's degree in administration, early childhood education, child development, special education, elementary education, or the human services field: or,
- completion of an undergraduate program at an accredited college or university with a bachelor's degree in administration, early childhood education, child development, special education, elementary education, or the human services field: and 2 years work experience related to the care and development of children: or,
- completion of an undergraduate program at an accredited college or university with an associate's degree or its equivalent in administration, early childhood education, child development, special education, elementary education, or the human services field: and 4 years work experience related to the care and development of children.

Proposed - 3270.22.(d) The director shall have the following qualifications:
(1) a bachelor's degree in early childhood education, child development, special education, elementary education, or the human services field from an accredited college or university; or,
(2) a bachelor's degree including 15 credit hours in early childhood education, child development, special education, elementary education, or the human services field from an accredited college or university; and two years experience working with children; or,

(3) an associate's degree or its equivalent in administration, early childhood education, child development, special education, elementary education, or the human services field from an accredited college or university; and four years experience working with children.

PA ACCESS Recommendation - 15 credits in Early Childhood Education or Child Development (including child psychology, child guidance and early childhood curriculum) Recommend 2 years successful teaching experience with preschool age children.

GROUP SUPERVISOR

Present - 86. A group supervisor shall have the following qualifications:
- completion of an undergraduate program at an accredited college or university with a bachelor's degree in early childhood education, child development, special education, elementary education, or the human services field: or
- completion of an undergraduate program at an accredited college or university with a bachelor's degree: and teaching certification in early childhood education, child development, special education, elementary education, or the human services field; or,
- completion of an undergraduate program at an accredited college or university with an associate's degree or its equivalent in early childhood education, child development, special education, elementary education, or the human services field; and 2 years work experience related to the care and development of children.

Proposed - 3270.23.(c) The group supervisor shall have the following qualifications:

(1) a bachelor's degree from an accredited college or university that includes at least 30 credit hours in early childhood education, child development, special education, elementary education or the human services field; or,

(2) an associate's degree or its equivalent in early childhood education, child development, special education, elementary education, or the human services field from an accredited college or university; and two years experience working with children; or,

(3) 15 credit hours in early childhood education, child development, special education, elementary education or the human services field from an accredited college or university; and five years work experience as an assistant group supervisor.

PA ACCESS Recommendations - Include 15 credits in child development and Early Childhood Education (Specify child psychology, child guidance and curriculum development)

- Delete #3 - An educated person is needed. Associate degree should be minimum acceptable criteria for group supervisor.
- Retain working experience "related to the care and development of children"

ASSISTANT GROUP SUPERVISOR

Present - 86. A group supervisor shall have the following qualifications:

- completion of an undergraduate program at an accredited college or university with a bachelor's degree in early childhood education, child development, special education, elementary education, or the human services field: or,
- completion of an undergraduate program at an accredited college or university with a bachelor's degree; and teaching certification in early childhood education, child development, special education, elementary education, or the human services field; or,
- completion of an undergraduate program at an accredited college or university with an associate's degree or its equivalent in early childhood education, child development, special education, elementary education, or the human services field; and two years work experience related to the care and development of children.

Proposed - 3270.24.(c) The assistant group supervisor shall have the following qualifications:

(1) a high school diploma or general educational development certification and 30 credit hours in early childhood education, child development, special education, elementary education, or the human services field from an accredited college or university; or,

(2) a high school diploma or general educational development certification; 15 credit hours in early childhood education, child development, special education, elementary education, or the human services field; and one year experience working with children; or,

(3) a high school diploma or general educational development certification and three years experience working with children; or,

(4) an 8th grade education and six years work experience as an aide.

PA ACCESS Recomendation - (1) Specify 15 credit hours in Early Childhood or child development

(2) Specify courses in child psychology, child guidance and curriculum.

(3) specify three years experience as a teacher aide in a child care or pre school setting.

(4) NO CHANGE

AIDES

Present - 90. Aides shall be employed, where needed, to maintain the staff child ratios specified in 97. No aide shall be left unsupervised at any time.

Proposed - 3270.25. Aide.

(a) Aides must be employed if necessary to meet the staff-child ratios.

(b) An aide may be left alone with children in a child care area as long as a group supervisor or assistant group supervisor is present at the facility. An aide shall take no more than four children from the premises without the presence of a group supervisor or assistant group supervisor.

(c) An aide may be left alone at the facility if there are 6 or fewer children in care.

(d) The aide shall be responsible for assisting in the implementation of daily program acitivities.

(e) The aide shall have the following qualifications:

(1) a high school diploma or general educational development certification; or,

(2) an 8th grade education and two years experience related to child care; or,

(3) an 8th grade education and current enrollment in an accredited child care/child development curriculum.

PA ACCESS Recommendation -

(b) NO CHANGE An aide should not be alone.

(c) NO CHANGE in present regulations

STAFF-CHILD RATIO

Present - 97. Staff Child Ratio.

98. The following ratios of direct caregiving staff physically present with the children at any one time to children shall apply:

Similar Developmental Level	Staff	Children
Infants	1	4
Toddlers	1	5
Preschoolers	1	10
School-Age Children	1	12

Proposed - 3270.28. Similar Developmental Level.

The following maximum group sizes and ratios of direct caregiving staff, physically present with the children at any one time, to children apply if children are grouped in similar developmental levels.

	Staff	Children	Maximum Group Size
Infants	1	4	12
Toddlers	1	5	15
Preschoolers	1	10	30
School-Age Children	1	15	45

PA ACCESS Recommendation Maximum group size should be decreased

	Staff	Children	Maximum Group Size
Infants	1	3	9
Toddlers	1	5	15
Preschoolers	1	10	20
School-Age Children	1	15	25

Present -

Mixed Developmental Levels	Staff	Children
Infants/Toddlers	1	4
Infants/Toddlers/Preschoolers	1	6 (including no more than 3 infants/toddlers)
Infants/Toddlers/preschoolers/ School-age children	1	6 (including no more than 3 infants/toddlers)
Infants/toddlers/school-age children	1	9 (including no more than 3 infants/toddlers)
Preschoolers/school-age children	1	10 (including no more than

- 99. There shall be a minimum of 2 staff readily available at the facility at all times children are in care.

Proposed - 3270.29. Mixed Developmental Level.

The following maximum group sizes and ratios of direct caregiving staff, physically present with the children at any one time, to children apply if children are grouped in mixed development levels.

	Staff	Children	Maximum Group Size
Infants/Toddlers	1	4	12
Infants/Toddlers/ Preschoolers	1	6 (including no more than 3 infants and toddlers per 6 children)	18
Infants/Preschoolers	1	6 (including no more than 3 infants per 6 children)	18
Toddlers/Preschoolers	1	6 (including no more than 3 toddlers per 6 children)	18
Infants/Toddlers/ Preschoolers/ School-Age Children	1	8 (including no more than 3 infants and toddlers per 8 children)	24
Infants/Preschoolers/ School-Age Children	1	8 (including no more than 3 infants per 8 children)	24
Toddlers/Preschoolers/ School-Age Children	1	8 (including no more than 3 toddlers per 8 children)	24
Infants/Toddlers/ School-Age Children	1	9 (including no more than 3 infants and toddlers per 9 children)	27
Infants/School-Age Children	1	9 (including no more than 3 infants per 9 children)	27
Toddlers/School-Age Children	1	9 (including no more than 3 toddlers per 9 children)	27
Preschoolers/School-Age Children	1	12 (including no more 9 preschoolers per 12	36

PA ACCESS Recommendation - Chart is confusing to professional educators. Average directors will find interpretation difficult.

The change may generate more income but could jeopardize safety. Simplify by requiring at least two adults when babies exist in combined group. Maintain 1:4 ratio for infants.

GROUP SIZE

Proposed - 3270.30. Group Size

The group size requirement specified in 3270.28 and 3270.29 must be met at least 60 percent of each day. Exceptions to meeting group size requirements are during naptime, lunch, snack, outdoor play, and large group activities.

PA ACCESS Recommendations - Delete "outdoor play and large group activies".

SECONDARY CONCERNS:

REPORTING ACCIDENTS

Present - 67. The provider shall submit a report to the appropriate Regional Office of the Department within 24 hours after occurrence of an unusual accident, such as the death or serious injury of a child while at the facility or when a fire occurs which requires the services of a fire department. A serious injury is defined as one requiring in-patient hospitalization.

Proposed - 3270.15. Reporting Accidents

(a) The provider shall submit a written accident report to the appropriate Regional Office of the Department within 24 hours after occurrence of a death or an accident of a child while in the care of the facility which requires care at a hospital or physician's office or when a fire occurs which requires the services of a fire department.

(b) An accident report shall include:
(1) name, address and telephone number of facility;
(2) name, address and birthdate of child;
(3) name and address of parent or guardian;
(4) description of accident;
(5) name and telephone number of local authorities notified;
(6) nature of treatment;
(7) name and address of place where treatment was received; and,
(8) required follow-up.

(c) Copies of all accident reports must be kept on file at the facility.

PA ACCESS Recommendations - No change.

CHILD HEALTH

Present - 159. Child Health.

160. Each enrolled child shall have an age-appropriate health appraisal on record with the provider not more than 3 months following enrollment. Age-appropriate health appraisals shall be required and updated according to the recommended schedule for routine health supervision of the American Academy of Pediatrics. Health appraisals shall be certified by a licensed physician. The health appraisal shall include:

- a review of previous health history:
- a physical examination;
- growth assessments;
- a review and update of the child's immunization status to conform with the standards of the U.S. Public Health Service;
- provision of age-appropriate screening tests according to the standards of the American Academy of Pediatrics;
- any recommendations pertaining to medication required during the day, modifications or limitations of the child's activities and diet, and further medical test or examinations that may be required;
- development of a statement of the child's medical information pertinent to diagnosis and treatment in case of emergency: and,
- development of a statement of recommendations for follow-up treatment or special care, if required.

Proposed - 3270.84. Health Appraisal.

(a) Each enrolled child must have an age-appropriate health appraisal on record with the provider not more than three months following enrollment.

(b) Age-appropriate health appraisals must be updated according to the recommended schedule for routine health supervision of the American Academy of Pediatrics.

(c) Health appraisals must be certified in writing by a licensed physician.

(d) The health appraisal must include:

- a review of previous health history;
- a physical examination;
- growth assessments;
- a review and update of the child's immunization status to conform with the standards of the U.S. Public Health Service;
- provision of age-appropriate screening tests according to the standards of the American Academy of Pediatrics; and,
- development of a statement of the child's medical information pertinent to diagnosis and treatment in case of emergency.

PA ACCESS Recommendation - (a) update annually.

APPENDIX P

PA. ACCESS Two-Year Guidelines
Questionnaire

OPINION QUESTIONNAIRE ON NAEYC TWO-YEAR GUIDELINES
N= 12

Each of the statements below have been adapted from a survey used to develop Guidelines for Associate-degree Programs. (Bredekamp, 1985) For each statement, indicate whether you AGREE or DISAGREE. Please comment freely.

		AGREE	DISAGREE
1.	The Guidelines are "ideal" standards that will be too difficult and expensive to implement.	0	12
2.	The Guidelines advocate more than can be accomplished in a two-year program.	2	10
3.	The specificity of the Guidelines leaves little room for individual freedom in programming.	0	12
4.	The diversity of programs makes it difficult to establish one set of standards.	3	9
5.	The issue of knowledge of children with special needs is dealt with adequately and appropriately in the Guidelines.	11	1
6.	The CDA Credential should be mentioned in the Guidelines as it is, as an example of applicable licenses, permits, etc.	12	0
7.	The Guidelines should include the standard regarding integration of the program with on-campus child care/child development programs.	11	1
8.	"Early Childhood" should be defined in the Guidelines as birth through age eight, it is in all other NAEYC publications.	12	0
9.	The Guidelines should state that a minimum of 50% of the student's program is devoted to professional studies.	12	0

10. In Conclusion:

	AGREE	DISAGREE
*The NAEYC Guidelines, published 1985, should be adopted as Guidelines for teacher education programs in associate degree granting institutions in PA.	12	0

TRANSFER SURVEY

Institution

Program Title

Course Title	COLLEGE 1	COLLEGE 2	COLLEGE 3	COLLEGE 4	COLLEGE 5

Key: T = Accepted without loss of Credit
E = Accepted as an Elective
X = Does Not Transfer

A. Please list four of the four-year institutions typically chosen for transfer by your graduates:
1)
2)
3)
4)

B. Please indicate on the above grid hether the course is accepted for transfer credit, as an elective, or not accepted.

C. What percentage of your graduates transfer to a Four-year institution?
Under 10%
10 - 20%
30 - 40%
50%

D. Does a written transfer agreement exist between your institution and the frequently chosen four-year colleges?
Yes
No

E. Do you think the NAEYC and PA. guidelines could make a difference in approaching four-year colleges?
Yes
No

APPENDIX Q

Transfer Survey

Sample - TRANSFER SURVEY

Reading Area Community College

	Albright	Alvernia	Kutztown	Millersville
Introuduction to Early Childhood Education	T	T	T	T
Arts and Crafts	T	T	T	T
Child Psychology	T	T	T	T
Observation and Interpretation of Child Behavior	T	E	T	T
Child Development Curriculum and Instructional Materials	T	T	X	T
Language Arts for Early Childhood	X	T	X	E
Practicum in Early Childhood (6 credits)	T (3)	T	X	T (3) E (3)

Memo - PA. ACCESS MEMBERS
From - Judy Peterson, ACCESS Coordinator
Re - Newsletter
Date - November 21, 1985

A short newsletter is being written to explain the networking efforts of two-year early childhood professionals in the State of Pennsylvania.

The newsletter may be duplicated on a local level to assist with recruitment and placement of students.

Mainly, the newsletter will discuss NAEYC's two-year guidelines and the possible effect upon local centers, high school and vo-tech programs, and transfer to four-year institutions.

Please fill in the form below and mail to:

Judith Peterson
RACC
Box 1706
Reading, PA 19601

I would like to contribute to the newsletter

I would like the newsletter to include

- NAEYC GUIDELINES (2 and 4 yrs)
- NAEYC Center Accreditation information
- Suggested books for Early Childhood Professionals
- Info from DPW/Department of Education
- Other (Please List)

Pennsylvania ACCESS
Newsletter

PENNSYLVANIA ACCESS

Organized in 1984, PA. ACCESS, an affiliate of ACCESS (American Association of Community College Early Childhood Educators) has been meeting regularly to establish a network of community college teacher educators in nine community colleges in Pennsylvania.

One of the purposes of the organization is to clarify the role of the community college teacher education programs.

Community College Graduates Find Positions in Local Pre-Schools and Day Care Centers

PA. Department of Public Welfare Regulations permit a graduate of a community college early childhood program to teach after two years of work experience.

Graduates of community colleges may teach in private pre-schools after two years experience and obtaining 24 additional credits.

At this time, a national survey has indicated that a shortage of teachers exists in the field of early childhood.

It is recommended that local schools consider hiring a student enrolled in a community college early in their program because by the end of the first year 25% have positions. Most have found positions prior to graduation.

NAEYC Published Guidelines for Associate Degree Granting Institutions

PA. ACCESS had the opportunity to contribute to the publication through a position paper written by Judith A. Peterson, ACCESS President.

The guidelines, available from NAEYC, outline curriculum, instructional methods, resources, faculty qualifications, professional relationships, cultural diversity, and student services within the associate degree institutions.

PA. ACCESS has accepted the guidelines for the state of Pennsylvania as a method to maintain quality teacher training.

Northampton Area County Community College Contributes to Community Playthings

Look at page 9 of the 1986-87 catalog published by Community Playthings, Rifton, New York.

Plans for a toddler gym were mailed to the company. The item has been constructed by the company and is ready to be purchased. This is an indication of the powerful ideas that can be shared.

Student Teaching Discussed by Group

It is common for community college students to be required to participate in 200 or more hours of practicum experiences.

Teacher educators discussed methods of selecting field sites and criteria for choosing supervising teachers. Methods to improve communication were shared by the group members.

Question and Answer Section

It is hoped that local pre-school directors, teachers, parents, and other colleagues will take the opportunity to utilize the services of a state network of educators. Mail questions to:

Roberta Bilous, Recorder
Harrisburg Area Community College
3300 Cameron Street
Harrisburg, PA 17110

APPENDIX S

PA. ACCESS Surveys by
Individual Members

Practicum Survey

Anne Marie Whildin

	A	B	C	D	E	F	G
1. Number of semesters in practicum	2	1	2	2	2	2	1
2. Number of students per section	20	12	14	36	25	8	10
3. Number of clock hours per week at field site	8	20	10	8	15	10	10
4. Number of semester hours per week with instructor	2	2	3	1	2	2	1
5. Number of student credit hours	4	6	3	8	3	6	3
6. Number of instructor credit hours	2	3	3	3	2	2	3
7. Number of supervisory visits per student	2	3	2	3	3	3	2

COLLEGE	# STUDENTS	# FTEs	COORDINATION ARRANGEMENTS	PRACTICUM SUPERVISED By Coord	PRACTICUM SUPERVISED Other	# FULL TIME FACULTY	# PART TIME FACULTY	# OF Courses by PART-TIME
Philadelphia	120	—	Budgeted at 25% for coordination. Actually is closer to 50% of time spent on coordination.	X	X	2	4	25%
Reading	65	—	Contracted for 1/3 of time for coordinating. Spends about 10 hrs/wk more. Teaches 2 courses during 10 week term.	X		0	1	1 course a sem.
Westmoreland	105	—	Is no ECE coordinator as such. Program is run by Asst. Dean of Learning Resources. She spends about 15% of time on this. But, part-time people seem to be very involved & assume some of these responsibilities		X	—	3	All

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COLLEGE	# STUDENTS	# FTEs	COORDINATION ARRANGEMENTS	PRACTICUM SUPERVISED		# FULL TIME FACULTY	# PART TIME FACULTY	# OF Courses by PART-TIME
				By Coord	Other			
Allegheny Co. (Main Campus)	150	—	No one assigned. Responsibilities are assumed by 2 regular faculty with no extra pay.		X	2	0	0
Bucks Co.	Not available		Coordinator is responsible for ECE program and transfer program. Teaches 6 cr./sem in addition to coord. Arranges practicum & other duties as at HACC.	X		1	0^A	50%
Harrisburg	61	44	Approximately 50/50	X		0	2	50%
Luzerne	--	42	Teaches 5 courses with 1 overload for coordination. Actual time spent on coordination is more than allotted.	X		0	2	40%
Montgomery	350	120	Is contracted for 25% coord. & 75% teaching. But actually teaches only 2 courses/sem. 50% of time is spent on coordination. Numbers include all ed. students - not just ECE	X	Has asst. if more than 12 in prac.	0	8	65%
Northampton	120	--	12 credits is a full load. Coordinator has 2 cr. allotted for coordinating. Actually spends closer to 50%.			1	1	Varies 10-50

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